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ABSTRACT

The curriculum guide for Latin outlines the general and specific objectives and content of the courses to be offered in the Jefferson County (Colorado) public junior and senior high schools. An introductory section describes the district's comprehensive and second language education goals and philosophy, summarizes the findings of the President's Commission on Foreign Languages and International Studies, discusses psychological and neurological studies, and reports Scholastic Aptitude Test scores concerning second language education. The first section also provides a mission statement, outlines the targeted language and cultural skills, and recommends general instructional strategies. Subsequent sections contain the objectives and behavioral expectations or goals for each course, tests and keys, a verb table, games, activities, teaching strategies for specific areas of linguistic content, and unit reviews and practice guides for some courses. (MSE)

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Department Of
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LATIN

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FOREWORD

The Comprehensive District Goals and the goals for second language instruction in the Jefferson County School District R-I provide realistic statements useful for both the district in general and the classroom in particular. The district goals as specified below call for mastery of basic skills, development of responsibility, development of unique talents and a sense of worth, learning to influence change and development of skills necessary for a citizen. The goals for the Board of Education, Superintendent and Staff are stated below.

Goals For Students:

Master the basic skills for continued learning.

Develop a sense of responsibility — act with understanding and respect toward others.

Develop unique talents and a sense of worth.

Learn to influence change and benefit from it.

Develop skills and attitudes needed to earn a living and contribute to society.

Goals for the Board of Education, Superintendent and Staff:

Act with foresight and responsiveness toward students, constituents, staff and the future.

Understand and promote cooperation among individuals, organizations and institutions.

Acquire, develop and use human, fiscal and material resources effectively.

These district goals and the goals for second language instruction were developed after extensive discussion by board members, the superintendent, the staff, teachers, community representatives and students. While these are realistic goals, they should be viewed as the result of a concerted effort to promote continuous improvement of instruction.

The study of a modern and/or classical language plays a vital role in the acquisition of a high quality education. Second language study not only enables the student to develop proficiency in the target language, but it also serves to broaden the student's command of English and linguistic principles in general. The senior high and junior high program offerings include French, Russian, and Spanish. High schools also offer German and Latin. These courses are designed to develop the student's ability to listen to and understand, speak, read, and write the second language. In addition, students acquire knowledge and understanding of the diverse cultures of people for whom the second language was and is the preferred means of expression. This experience enhances career options and affords opportunities to pursue a variety of professional and personal interests.

From the perspective of the teacher, language learning is one of the most exciting adventures in education. The successful teacher watches students pass through several stages. At first, the student realizes that another sound system can represent thinking and abstract ideas. As the student progresses, confidence is gained in all communication skills and awareness of a larger community becomes a reality. The student begins to think in a mode unique to the people whose language he/she is learning to speak, and can recognize that there exist differences and similarities between cultures.

Different types of research emphasize the importance and need for quality second language education in the United States. Such research focuses on four major areas as a rationale for second language study.

These include the economic survival as a nation, diplomatic and strategic needs, cognitive development resulting in student test score enhancement, and the identification of positive characteristics among polyglots via medical research focused on neuropsychological and neurolinguistic differences.

This guide was developed in fulfillment of Colorado statutes and Board of Education policies. These include the Colorado Revised Statutory Law 22-32-109 which empowers School District Boards to determine the educational programs to be carried on in the schools of the district, and to prescribe the textbooks for any course of instruction or study in such programs. School Board Policy IH states, "It is the expectation of the Board of Education that the approved program will be implemented in all schools." According to the Certificated Employees' Agreement 14-8, "Teachers are expected to follow the approved District curriculum subject matter."

This guide was originally developed in 1982, and has undergone many editorial revisions as a result of field testing and piloting. In 1986, a final evaluation study was completed, and full faculty meetings were held to discuss document enhancement, curricular content, and strategies. In 1987, this guide was completed and presented to the Board for approval.

This guide is intended for use by all teachers of Latin. It represents the culmination of many years of preparation and stands as a guidepost for the continuous improvement of second language instruction.

PHILOSOPHY

A second language is basic to the development of the well educated person who needs to communicate with linguistic minorities in the community and to interact with citizens of other countries. Knowledge of a second language leads, not only to improved communication, but can and should serve to develop the linguistic skills and cultural knowledge of citizens who, in the future, will come in direct contact with citizens of other countries because of international trade, diplomatic relations and cultural exchanges.

The President's Commission. The President's Commission on Foreign Languages and International Studies addressed the need to improve the foreign language competence of citizens as a necessity rather than as a luxury:

> The President's Commission believes that our lack of foreign language competence diminishes our capabilities in diplomacy, in foreign trade, and in citizen comprehension of the world in which we live and compete. Americans' unwillingness to learn foreign languages is often viewed by others, not without cause, as arrogance. The melting-pot tradition that denigrates immigrants' maintenance of their skill to speak their native tongue still lingers, and this unfortunately causes linguistic minorities at home to be ignored as a potential asset. (Perkins 1979)

Psychological and Neurological Studies. In addition to the international and ethnic concerns of the President's Commission, studies on the bilingual brain and on the individual provide another rationale for the study of second languages. Albert and Obler's (1978) conclusions drawn from their research in neuropsychology and neurolinguistics point out the positive characteristics bilinguals may develop because of their linguistic skills. A profile of the bilingual drawn from their statements depicts an individual who, as a young bilingual, demonstrates a normal rate of development in nonverbal skills contrasted with verbal skills which mature earlier. Becoming verbally very skillful as an adult, the bilingual appears to demonstrate greater ability than monolinguals in using abstract aspects of language, greater cognitive flexibility and greater linguistic sensitivity.

Albert and Obler suggest that bilinguals may differ from monolinguals by maturing earlier both in terms of cerebral lateralization and in the acquisition of linguistic abstraction skills. Their enhanced linguistic sensitivity may be due to experience in acquiring a second language since this induces sensitivity to universals of phonetic symbolism. In addition to their observations on the bilingual individual, Albert and Obler found in a series of postmortem studies on polyglot brains that certain brains were especially and markedly furrowed. They noted (1978: 95) that "Postmortem studies of polyglot brains… give evidence that knowledge of multiple languages has anatomical consequences."

College Board SAT Scores. A summary of 1981 SAT scores, published by the College Board Admissions Testing Program, correlates verbal and math SAT scores with the study of specific subjects, including foreign languages (Profiles of College-Bound Seniors 1981). These data indicate that, "The students who had taken two years of foreign language courses (35.5%)… had significantly higher SAT mean scores: 417 on the verbal, 463 on the math — increases of 14% and 13% over the scores of those who had taken no foreign languages… Comparing the SAT mean scores of students who had no foreign language courses with the scores of those who had studied foreign languages for five years reveals increases of 37% for the verbal and 31% for the math."

The College Board summary also compares the scores of students in foreign languages with those in other subjects including English, math, biological sciences, physical sciences and social studies. In brief, "Students who had taken four or five years of foreign language courses also had higher verbal SAT mean scores than had students who had taken four or five years of any other subject."

"On both the verbal and math portions of the test, the SAT mean scores of students who had studied foreign languages for three or more years (37.5% of those tested) were higher than the mean scores for the total population of seniors tested, as were the SAT mean scores of students who had studied a physical science for three or more years (23.5% of the total)." These data drawn from an educational perspective lend support to Albert and Obler's neurological findings on cognitive development related to bilingualism.

The greater metropolitan Denver area, including Jefferson County, has been identified as one of the nation's major growth areas (Nesbitt 1982). Such growth areas will become increasingly involved in targeting linguistic minorities for marketing purposes and in exporting from Colorado-based industries. Business projections, as well as the national needs and neurological findings as supported by SAT scores, all reinforce the President's Commission statement that second language learning is an absolute necessity.

Mission Statement. The mission statement of the Jefferson County School District calls for an intellectual development that is useful and relevant to the society of the next century. An additional district document (Baum 1984:11) reinforces this statement and supports the notion that the district must provide an education that is "future oriented and national rather than provincial in outlook and scope." Teachers involved in second language instruction, as part of the total educational, program must prepare students today to function as citizens tomorrow.

Language Skills. The communication processes are based on the four fundamental skills of listening, speaking, reading and writing. These skills complement and reinforce each other. Classes should be conducted in the target language, should emphasize real communicative skills and should be filled with material drawn from the target culture. A balance must be achieved among the four language skills in such a way that oral proficiency strategies serve to develop real comprehension and speaking skills.

Culture. Culture must be an integral part of all teaching activities. To this end, students should develop an understanding of different and similar codes of behavior relative to American and classical cultures. They should develop an understanding that social class, sex and education play an important role in the way people speak and interact. An awareness of the cultural connotation of words should be developed. Students should also develop the ability to critique cultural generalizations as to their veracity and comprehensiveness.

One's own way of life and beliefs constitute one's culture, and by studying other languages and other ways of life, an individual gains valuable insights into his or her own culture and an increased awareness in dealing with other peoples. The integrating of culture into teaching activities can provide an avenue for developing an interest in the target culture and people thus addressing the national needs outlined by the President's Commission.

Strategies. The importance of speaking, comprehension skills, other language skills and a knowledge of the target culture suggests certain useful strategies.

The following represents a series of suggested strategies for the teaching of second language. The Curriculum Guide provides a leveled framework of linguistic structures. The teacher can select the most appropriate method and means for presentation of the material based upon student interests and needs. However, the instructional focus must be to cultivate oral proficiency. Oral proficiency activities must be supported through a solid foundation of listening, reading and writing activities. Although the structures are presented in a sequential format, the second language must be taught according to a recursive strategy. Linguistic structures must be reviewed and reused in a recursive manner as explained later and shown in the diagram on page xv.

Upper level classes (301-502) must provide students with opportunities to expand their critical thinking skills through the reading and analysis of the classics of literary tradition as recognized by the profession. Selections must be made from the approved reading list based upon the relationship to the curriculum and the appropriateness to the maturity level of the students. Reading of literature is a very important component of any language class. All levels should emphasize reading.

Krashen found that the effects of reading exposure point strongly to the conclusion that reading is of great help in developing language skills. "Reading exposure is the primary means of developing language skills." (Krashen, 1985, p. 109) Based upon a solid reading and composition strategy, the teacher will have material of substance to discuss. Language will serve as a useful tool to achieve communication via this approach.

Writing must be taught as a critical thinking skill.

> Writing, because it is output and not input, does not cause language acquisition. As others (for example, Smith 1983) have pointed out, writing serves two purposes — it helps us communicate with others, and, perhaps more important, it helps us clarify our thinking and develop new ideas. (Krashen, 1985, p. 132)

Many traditionally trained teachers believe strongly in teaching second languages through a grammar-translation method. However, "research since 1906 indicates that the formal study of grammar does not contribute significantly to the development of reading and writing ability." (Krashen, 1985, p. 133)

Krashen calls for "comprehensible input" at significant levels prior to language production. For this reason, classes must be taught in the target language, but at a level of student comprehension. He further emphasizes the need for the low anxiety learning situation to establish a healthy "affective filter" for acquiring language. He distinguishes "learning" about a language from "acquiring" functional skills of proficiency in a language. The Jefferson County model stresses the importance of student *acquisition* of a second language. In order for this to occur, classrooms need to be stimulating in a positive manner and reflective of the language and culture being taught. Strategies used should be exciting, success-based and non-threatening to the student.

A typical class plan should include the items indicated in the diagram on the next page.

The orientation and warmup is necessary for students to become acclimated to the demands of the second language phonetic system. It also sets the tone and class expectations. The core presentation must include the four language skills of listening, speaking, reading and writing. Three strageties are particularly helpful for teaching these skills. The materials should be *personalized* to the interests of the students. Activities centered around the students' points of reference will provide for an interesting and low anxiety base for learning to occur. *Skill building (grammar)* activities can be woven into the fabric of the class as a natural explanation of language systems. *Culture* should be taught as an integral component of daily activities. Culture includes both historical and contemporary aspects of the target linguistic group. Contemporary culture can be presented through newspaper and magazine clippings. Foods, songs, poetry, short stories, dances and rhymes should be used at every opportunity. However, these secondary manifestations of culture must not be presented as culture but should be presented as outgrowths of the culture. Culture is the symbolic system that encodes the values of humanity at the levels of language, social structure, and world view. These three levels are represented by the foods, songs, poetry, etc.

An active class is an exciting experience. Total physical response to vocabulary acquisition is a meaningful approach to learning. Furthermore, neurolinguistic and neuropsychological research indicates that "second language might be more easily learned it if were taught through nursery rhymes, dance, or techniques emphasizing visuospatial skills." (Albert and Obler, p. 254, 1978) Research clearly emphasizes

DEPARTMENT OF SECOND LANGUAGE EDUCATION
JEFFERSON COUNTY SCHOOLS
GOLDEN, COLORADO

CLASS DELIVERY STRATEGY

ORIENTATION & WARM-UP

CORE PRESENTATION

- PERSONALIZATION
- SKILL BUILDING
- CULTURE

- LISTENING
- SPEAKING
- READING
- WRITING

WIND-DOWN

the importance of meaningful language in teaching language. Real life situations should serve as the foundation for all classroom activities.

This approach to a daily lesson plan is consistent with the ACTFL/ETS/ILR Oral Proficiency Interview format. The format consists of establishing a psychological plane of comfort and linguistic orientation. The second phase is comprised of a level of proficiency check and probes for higher level functioning.

The final phase is the wind-down which is intended to make the interviewee feel successful and competent. The suggested format of the class beginning with a warmup, core presentation, and wind-down, using real life situations, is conceptually similar.

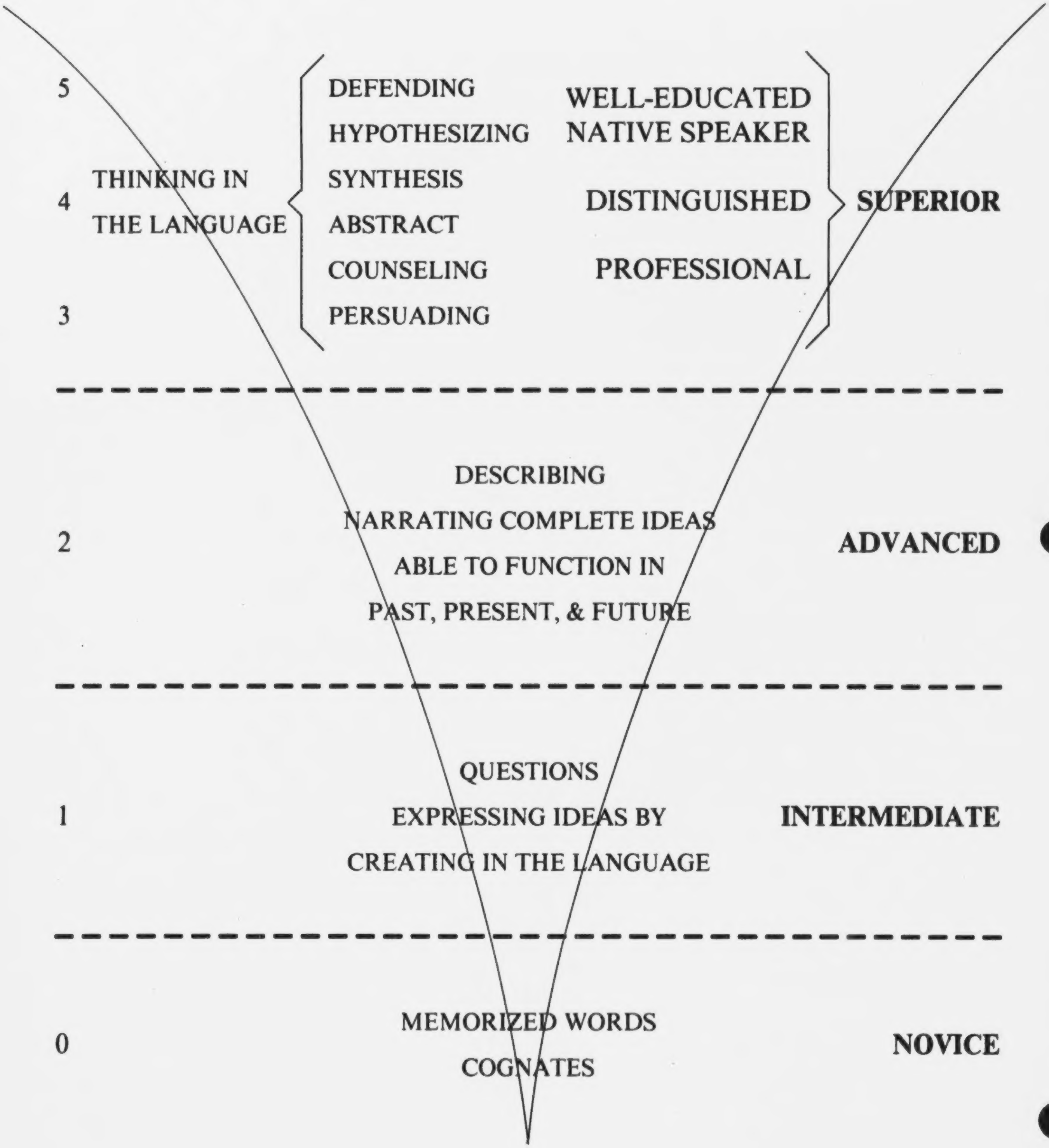
Classroom communications should include teacher to student, student to student, teacher to class, student to class and student to teacher communication. Yes/no questions do not provide ideal opportunities for discourse. Preferred question types are

- Choice Questions
- Requests
- Information Questions
- Needs Questions
- Ask and Tell
- Hypothetical Questions
- Descriptive Questions

The curriculum guide provides appropriate structures for each language level. However, it must be emphasized that a hierarchy of language requires that a recursive methodology be used in all classes. The hierarchy of language is illustrated on the following page.

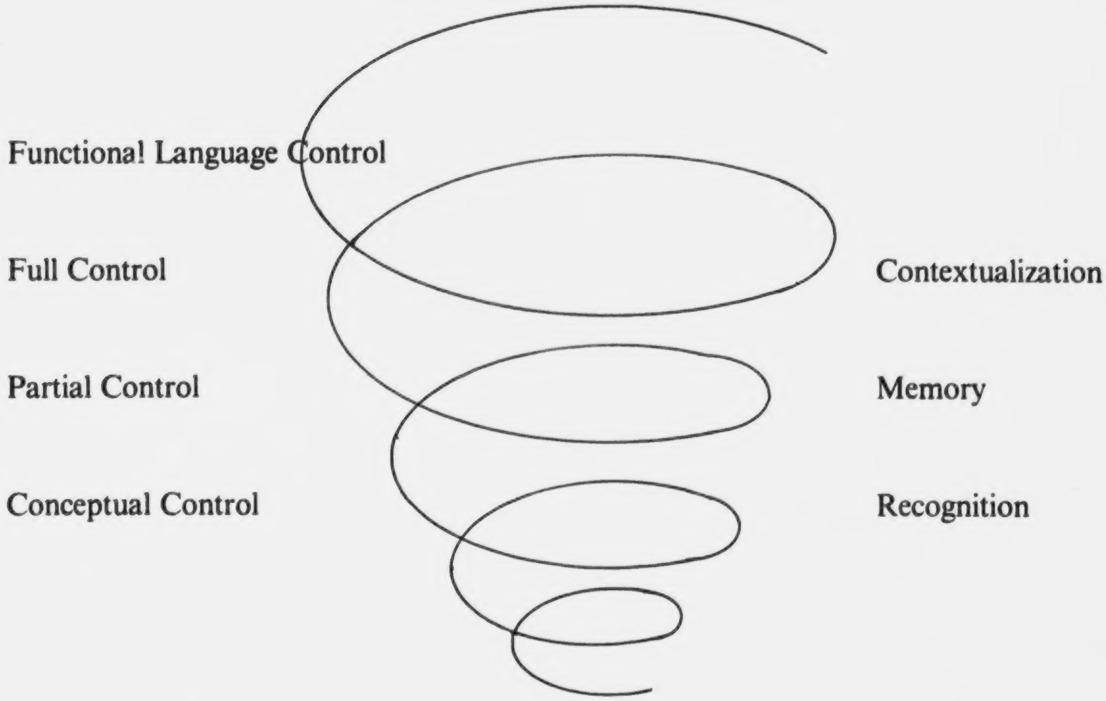
FOREIGN SERVICE AND
INTER-AGENCY LANGUAGE
ROUNDTABLE SCALE

EDUCATIONAL TESTING SERVICE
AND AMERICAN COUNCIL ON
THE TEACHING OF FOREIGN
LANGUAGE SCALE



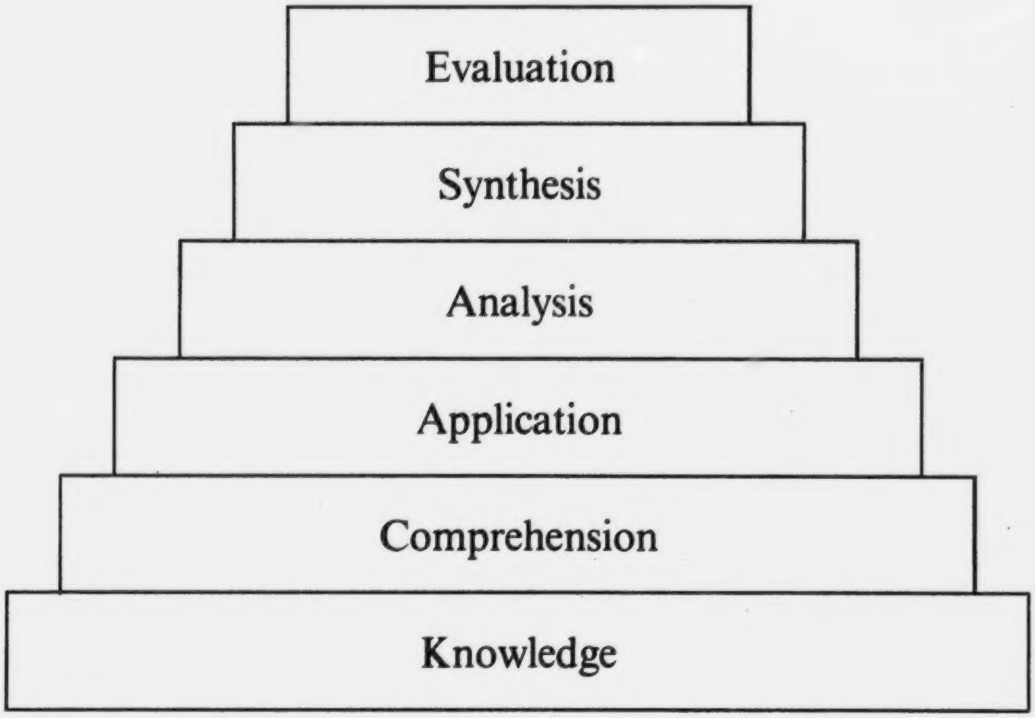
Recursive curriculum refers to an approach to classroom activities in which material previously presented is recycled on a continual basis throughout the language experience.

Recursive Curricular Approach



(Vicki Galloway, ACTFL Workshop on Planning and Teaching for Proficiency)

Classes should be taught in consideration of the level of proficiency of each student. Bloom's Taxonomy provides a solid framework for types of activities for each level.



The level descriptors that provide a thumbnail sketch of the language level descriptors of oral proficiency are listed on the following page.

PRACTICAL ACTIVITIES FOR EACH LEVEL ARE

1. KNOWLEDGE

- TELL
- DESCRIBE
- NAME
- REPEAT
- REMEMBER

2. COMPREHENSION

- EXPLAIN
- FIND
- DEFINE
- ILLUSTRATE
- DIAGRAM
- SUMMARIZE

3. APPLICATION

- SOLVE
- USE
- DEMONSTRATE
- CLASSIFY
- PUT IN ORDER
- APPLY
- REPORT

4. ANALYSIS

- EXAMINE
- SURVEY
- INVESTIGATE
- COMPARE
- CONTRAST
- DISTINGUISH

5. SYNTHESIS

- CREATE
- INVENT
- IMAGINE
- COMPOSE
- PREDICT
- PLAN
- IMPROVE
- WHAT IF?
- HYPOTHESIS

6. EVALUATION

- JUDGE
- SELECT
- DECIDE
- DISCUSS
- REFLECT
- EVALUATE
- VERIFY
- ARGUE
- PROVE
- CONFIRM

Many materials are grammatically based and include "drill and kill" exercises focusing on yes/no type questions. For this reason, it is imperative that the instructor adapt the textbook. Four stages (Guntermann 1982) of the planning process for adapting the foreign language textbook are

Stage I	Form	Selection of Essential Grammar and Vocabulary
Stage II	Meaning	Selection of Sequencing of Meanings
Stage III	Function	Selection of Purposes
Stage IV	Communication	Application of Appropriate Learning Activities

Following a text, page by page, is not a preferred method of instruction. The teacher should adapt meaningful sections from the text and use supplementary materials as a resource to build upon. The four stages as previously identified should be followed in the adaptation process.

Language as a tool is best taught in context. The text may provide a relevant context. However, if it does not, teachers and students should feel free to construct real life situations that require real life language usage for a purpose. In real life, native speakers do not have all vocabulary for all situations. Therefore, some common communication strategies are

- Circumlocution
- Paraphrasing
- Spelling
- Gestures
- Cognate Formation
- Approximation
- Work Coinage
- Topic Avoidance.

(Vicki Galloway, ACTFL Workshop on Planning and Teaching for Proficiency)

All too often incipient speakers of a second language expend considerable time and energy searching out a particular lexical item. The worst scenario is the student who, for lack of specific vocabulary, will not express himself/herself. It is better for a student to express thoughts and achieve communication, and for the teacher to view mistakes as an essential component of a living language. Modeling is the suggested mode of error correction rather than the more traditional punitive approach of simultaneous correction of pronunciation and form.

Teaching for oral proficiency is a strategy that is

Realistic —	Language is employed in a realistic sense that interlocks with the world the student knows.
Relevant —	Language is relevant to student interests.
Reductive —	Text material is streamlined.
Reaching —	Students' language abilities are stretched, making them reach to greater levels of functioning.

Recognition — Each individual is able to assess more adequately and recognize personal functional levels.

Reception and Re-entry — The curriculum is recursive and promotes retention and development.

Reward — Teacher and student are rewarded by the knowledge of observable performance abilities.

Risk — This approach requires a sense of risk-taking by the teacher and the student to use their language skills for real life communication.

Role — The teacher's role is to evaluate, motivate, facilitate and cultivate. The student's role is to challenge himself/herself with every opportunity to speak.

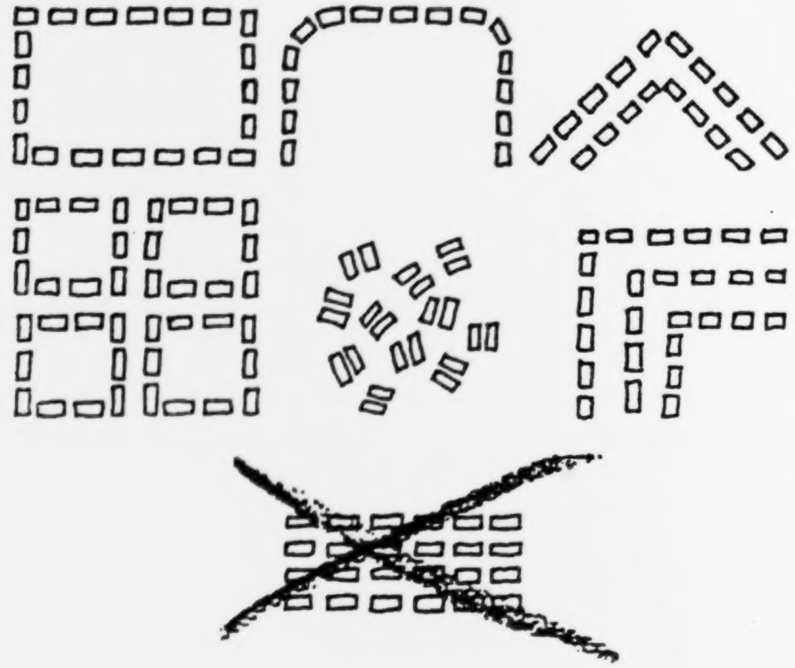
(Vicki Galloway, ACTFL Workshop on Planning and Teaching for Proficiency)

There are many methods of teaching second languages. Reference should be made to the texts referred to in the bibliography for a more complete treatment of each method. Total physical response, direct method, audiolingual method, grammar-translation, cognitive approaches, natural approach, community language learning, silent way and suggestopedia are all acceptable in the appropriate context and for a specific purpose and level. However, these methods must all be applied under the operational strategy of oral proficiency as described above.

Considerable research has been devoted to learning styles. Teachers must teach in different styles to accommodate the needs of different learners. (For a detailed treatment of learning styles and correlative research see *Experiential Learning*, David A. Kolb, Prentice-Hall, New Jersey, 1984.) The inductive and deductive approaches to the teaching/learning process must be integrated into the classroom experience. Researchers like Kolb and McCarthy have identified four types of learners: Diverger, Assimilator, Converger, and Accommodator. The same have also been defined as: Supporter, Analyzer, Controller, and Promoter. The ideal class should accommodate the needs of each learning style. The supporter needs group discussion and collaborative activities. The analyzer needs facts, data, and individual work. The controller needs to know exactly what the teacher expects and to be in charge of how he/she will achieve the outcome. The promoter needs personal direction and likes group activities. This treatment is very simplistic and requires further research by the teacher to adequately understand his/her personal style and how to teach in the four quadrants. This introduction is only meant to provide you with an introduction to the subject and encourage you to pursue the information through staff development and in consultation with your program director.

As a final note, classroom arrangement will substantially impact the flow of communication. Savignon has identified ways of arranging a communicative classroom that have worked well.

WAYS OF ARRANGING A COMMUNICATIVE CLASSROOM



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LATIN 101/102

Objectives

65% of the class period should be devoted to skill building.

25% of the class period should be devoted to translation skills.

10% of the class period should be devoted to culture presentation.

Listening:

To develop an ability to hear and comprehend simple Latin vocabulary and sentence structure as they are spoken or read.

Speaking:

To develop confidence in accurately pronouncing simple, learned, linguistic structures.

Reading:

Students should be able to pronounce Latin sounds correctly and understand any recombination of the vocabulary learned within first level.

Writing:

Students will be able to translate simple sentences from Latin into English and English into Latin.

LATIN 101

1. Students will demonstrate an ability to read Latin sentences aloud with reasonably accurate classical pronunciation.
2. Students will exhibit progressive vocabulary skills by giving English derivatives from Latin words.
3. Students will recognize, form, and correctly employ the following morphological and grammatical structures:
   - A. Verbs:
     - (1) 1st and 2nd conjugation present, future, and perfect tenses of the indicative mood, active voice.
     - (2) the irregular verb sum in present, future, and perfect tenses of the indicative mood.
     - (3) 3rd conjugation present and perfect tenses of the indicative mood, active voice.
     - (4) 4th conjugation present and perfect tenses of the indicative mood, active voice.
     - (5) singular and plural present imperatives of all conjugations.
     - (6) present active infinitives of all conjugations.
     - (7) principal uses of all these forms.
   - B. Nouns - First two declensions:
     - (1) number, gender, cases.
     - (2) principal case uses.
     - (3) ablatives of place and means.

C. Adjectives - first two declensions:

(1) number, gender, cases, and agreement.

(2) principal uses (attributive, predicative).

D. Indeclinables as in the test:

(1) adverbs.

(2) prepositions.

(3) conjunctions.

4. Students will evince continual translation skills by rendering given passages of Latin into literary and standard American English.

5. Students will become aware of Roman culture as it is presented within each lesson or supplemented through teacher lectures and/or audio visual materials on history, religion, daily life, mythology, etc. Also, they should manifest an awareness of the similarities and differences of Roman culture as they pertain to American society.

LATIN 102

1. Students will demonstrate an ability to read Latin sentences aloud with reasonably accurate classical pronunciation.
2. Students will exhibit progressive vocabulary skills by giving English derivatives from Latin words.
3. Students will recognize, form, and correctly employ the following morphological and grammatical structures:
    A. Verbs:
        (1) 3rd and 4th conjugation future active indicative.
        (2) imperfect, past perfect and future perfect active indicative of all conjugations.
        (3) all six tenses of indicative mood, passive voice, for all four conjugations.
        (4) the irregular verb sum in imperfect, past perfect, and future perfect tenses.
        (5) the irregular verb possum in all tenses.
        (6) present passive infinitive of all four conjugations.
        (7) the perfect passive participle.
        (8) principal uses of all these forms.
    B. Nouns:
        (1) 3rd declension masculine and feminine nouns.
        (2) ablative of accompaniment, agent, and manner.
    C. Adjectives - continued use of the first two declensions:
        (1) number, gender, cases, and agreement.
        (2) principal uses (attributive, predicative, and substantive).
        (3) interrogative.

D. Pronouns - forms and principal uses of:
    (1) personal.
    (2) relative.
    (3) interrogative.

E. Adverbs:
    (1) formation of positive degree from adjectives of the first two declensions.

F. Indeclinables as in the text:
    (1) prepositions.
    (2) conjunctions.

4. Students will evince continual translation skills by rendering given passages of Latin into literary and standard American English.
5. Students will become aware of Roman culture as it is presented within each lesson or supplemented through teacher lectures and/or audio visual materials on history, religion, daily life, mythology, etc. Also, they should manifest an awareness of the similarities and differences of Roman culture as they pertain to American society.

Supplemental activities are strongly recommended, such as:

1. Participation in international days and conventions, both local and national.
2. Enrichment from special student readings, role play, and oral reports.
3. Lectures on aspects of classical culture from key speakers.
4. Field trips to prominent locations of cultural art and antiquity.
5. Involvement in theatre, poetry, exposition, and special activities featuring classical culture.

LATIN 201/202

Objectives

55% of the class period should be devoted to skill building.

25% of the class period should be devoted to translation skills.

20% of the class period should be devoted to culture presentation.

Listening:

To develop an ability to hear and comprehend simple Latin vocabulary and structures as they are spoken or read.

Speaking:

To develop further confidence in correctly pronouncing Latin sentences and identifying their grammatical structures through the principles of inflection.

Reading:

Students should be able to pronounce Latin sounds accurately and demonstrate some facility in comprehending basic sentence patterns.

Writing:

Students will be able to translate simple sentences from Latin into English and English into Latin.

LATIN 201

1. Students will demonstrate an ability to read Latin sentences aloud with reasonably accurate classical pronunciation.
2. Students will exhibit progressive vocabulary skills by giving English derivatives from Latin words.
3. Students will recognize, form, and correctly employ the following morphological and grammatical structures:
    - A. Review of all forms presented in Latin I:
        - (1) verbs, nouns, adjectives, adverbs, pronouns, and indeclinables.
    - B. Verbs:
        - (1) present and future active participles.
        - (2) perfect and future active infinitive.
        - (3) perfect passive infinitive.
        - (4) indirect statement.
    - C. Nouns:
        - (1) third declension neuter and i-stem nouns.
        - (2) additional uses of noun cases (e.g., ablative absolute, ablative of respect, time when, and description, etc.)
    - D. Adjectives:
        - (1) third declension.
        - (2) comparison of regular and irregular adjectives of first three declensions (comparative and superlative degrees).
        - (3) declension of comparative and superlative adjectives.

E. Pronouns - forms and uses of:

  (1) demonstrative.

  (2) reflexive.

  (3) intensive.

F. Adverbs:

  (1) comparative degree of regular and irregular adjectives of the first three declensions.

  (2) superlative degree of regular and irregular adjectives of the first three declensions.

G. Indeclinables as in the text:

  (1) prepositions.

  (2) conjunctions.

  (3) interjections.

4. Students will evince continual translation skills by rendering given passages of Latin into literary and standard American English.

5. Students will become aware of Roman culture as it is presented within each lesson or supplemented through teacher lectures and/or audio visual materials on history, religion, daily life, mythology, etc. Also, they should manifest an awareness of the similarities and differences of Roman culture as they pertain to American society.

LATIN 202

1. Students will demonstrate an ability to read Latin sentences aloud with reasonably accurate classical pronunciation.
2. Students will exhibit progressive vocabulary skills by giving English derivatives from Latin words.
3. Students will recognize, form, and correctly employ the following morphological and grammatical structures:
   - A. Verbs:
     - (1) all subjunctive tenses and their major uses.
     - (2) gerunds and gerundives and their uses.
     - (3) the irregular verbs fero, volo, nolo, eo, fio.
     - (4) deponent verbs.
   - B. Nouns:
     - (1) fourth and fifth declension nouns.
     - (2) additional uses of noun cases as yet presented in the text.
     - (3) dative of agent with the gerundive of necessity.
   - C. Adjectives:
     - (1) no new forms will be introduced.
   - D. Pronouns:
     - (1) forms and uses of indefinite.
   - E. Indeclinables as in the text:
     - (1) adverbs.
     - (2) prepositions.
     - (3) conjunctions.
     - (4) interjections.

4. Students will evince continual translation skills by rendering given passages of Latin into literary and standard American English.
5. Students will become aware of Roman culture as it is presented within each lesson or supplemented through teacher lectures and/or audio visual materials on history, religion, daily life, mythology, etc. Also, they should manifest an awareness of the similarities and differences of Roman culture as they pertain to American society.

Supplemental activities are strongly recommended, such as:

1. Participation in international days and conventions, both local and national.
2. Enrichment from special student readings, role play, and oral reports.
3. Lectures on aspects of classical culture from key speakers.
4. Field trips to prominent locations of cultural art and antiquity.
5. Involvement in theatre, poetry, exposition, and special activities featuring classical culture.

LATIN 301/302

Objectives

40% of the class period should be devoted to skill building.

30% of the class period should be devoted to translation skills.

30% of the class period should be devoted to culture presentation.

Listening:

To develop an increasingly keen ability to discriminate sounds, pronounce them accurately, and determine the syntax from inflectional patterns.

Speaking:

To develop further confidence in correctly pronouncing Latin sentences and identifying their grammatical structures through the principles of inflection.

Reading:

Students should show continual progress in reading Latin sentences fluently and comprehending syntax and meaning. Also, awareness of meter with its accent and stress, as well as some poetry analysis through figures of speech, should be developed.

Writing:

Students should manifest an increased facility in translating prepared and sight passages from Latin into English.

This course covers one year.

At this level the students should have mastered the basics of Latin grammar and be well prepared to embark on a study of the principal Roman authors. Thus, after a brief review, the main concern of the course should consist of exposing the students to the rich world of Roman writers, both in prose and poetry. For poetry, Catullus, Horace, Ovid, Phaedrus, and Martial should provide a variety of genres for the students to study and assimilate, whereas a selection of Caesar's Gallic and Civil Wars, Pliny's letters, and some of Cicero's philosophical treatises and political speeches (especially the Verrines and Catilinarians) should amply complement the prose section.

Also, in addition to these readings in the actual language, the students should ameliorate the development of their vocabulary from these authors. Moreover, they should enrich their own background in Roman literature through oral and written reports of these and other important authors - life and works - such as: Plautus and Terence, Lucretius, Virgil, Tacitus, Juvenal, and Suetonius.

In sum, the focus for this level should center on three major goals: enabling the students to further cultivate skills in translating both prepared and sight passages; constantly encouraging and challenging them to embellish their vocabulary; and, lastly, affording them a broad perspective of Roman literature from which they can better understand these respective writers and genres, as well as their influence upon subsequent literature.

Supplemental activities are strongly recommended, such as:

1. Participation in international days and conventions, both local and national.
2. Enrichment from special student readings, role play, and oral reports.
3. Lectures on aspects of classical culture from key speakers.
4. Field trips to prominent locations of cultural art and antiquity.
5. Involvement in theatre, poetry, exposition, and special activities featuring classical culture.

LATIN 401/402

Level IV Objectives

20% of the class period should be devoted to skill building.

40% of the class period should be devoted to translation skills.

40% of the class period should be devoted to culture presentation.

Listening:

To develop an increasingly keen ability to discriminate sounds, pronounce them accurately, and determine the syntax from inflectional patterns.

Speaking:

To develop confidence in correctly pronouncing Latin sentences and identifying their grammatical structures through the principles of inflection. Also, to be able to express thoughts orally in correctly structured Latin.

Reading:

Students should show continual progress in reading Latin sentences fluently and comprehending syntax and meaning. Also, awareness of meter with its accent and stress, as well as some poetry analysis through figures of speech, should be developed.

Writing:

Students should manifest an increased facility in translating prepared and sight passages from Latin into English. Students should be able to write in correctly structured Latin.

This course covers one year.

At this level the readings should primarily concern Virgil's epic, the Aeneid. Although the students should demonstrate a familiarity with all twelve books, only books I, II, IV, and VI (possibly III and V if time permits) should be required. In addition to a thorough study of these four books, the student should be guided toward an acquaintance with the meter of the epic - dactylic hexameter - image analysis, and a general recognition of some of the more prominent figures of speech as outlined by David Coffin in "Aids and Suggestions for Teaching Latin Poetry" (Scanlan and Coffin. Beginning an Advanced Placement Classics Course, Princeton, 1975). This embellishment not only aids the students in the comprehension of the epic, but also elucidates for them how Virgil worked in the grand composition of the Aeneid.

Furthermore, the students should supplement their knowledge of Virgil's epic by researching the epics of Homer, the Iliad and Odyssey. In this regard Homer's use of oral tradition should be investigated, as well as the traditional formulae and value code of the epic; indeed, the students should discern which parts of the Aeneid closely resemble the Iliad, and which the Odyssey. Also, Virgil's purpose in composing the Aeneid should be contrasted with Homer's, although perhaps this purpose can be better understood through oral and written reports concerning the key political figures and events of Virgil's time.

Thus the concern should center mainly on Virgil, though again concomitant vocabulary enrichment should be stressed. However, if some teachers prefer to teach Virgil for only a semester or three quarters, selections from Cicero's political speeches (notably the Pro Lege Manilia and Pro Archia) and Ovid's Metamorphoses could easily complement the course.

Supplemental activities are strongly recommended, such as:

1. Participation in international days and conventions, both local and national.
2. Enrichment from special student readings, role play, and oral reports.
3. Lectures on aspects of classical culture from key speakers.
4. Field trips to prominent locations of cultural art and antiquity.
5. Involvement in theatre, poetry, exposition, and special activities featuring classical culture.

TESTING

The testing program for modern second languages and English as a second langauge must adhere to the general program objective to develop a true oral proficiency. Oral proficiency and the ability to communicate effectively are demonstrated by language which is meaningful, practical, realistic, spontaneous, personal, natural, culturally accurate and representative of human thought. Testing for a true ability to communicate is best illustrated by the American Council on the Teaching of Foreign Language (ACTFL) guidelines for oral proficiency testing. Such testing does not emphasize discrete testing of detailed and specific language features, nor testing of a body of material, but rather attempts to evaluate the level of competence on a scale based on the ability to perform increasingly more difficult tasks as was originated by the Foreign Service Institute. In other words, the ability to manipulate a specific list of grammatical points is not the objective of this type of testing, but rather the intent is to evaluate the true ability of the individual to perform realistic tasks which range from simple to very complex. Thus, tests for levels of proficiency attempt to evaluate real abilities to communicate rather than to identify specific language features or to elicit portions of a corpus of information which has been taught.

Savignon (1983: 256-274), discusses three general types of integrative tests: cloze tests, dictations and oral interviews.

In cloze tests, the student is given passages with "fill-in-the-blanks." The blanks represent words which have been systematically deleted. For beginning students, a list of the deleted words is provided below the passage. Various types of dictations can also be used in a testing program. Evaluation of dictations can be based on specific points or on general comprehension of the material presented. Various types of oral interviews are described by Savignon, 1983, which relate to situations encountered in everyday life, a communicative oral test for beginners and in-class peer evaluation forms.

Teachers should acquaint themselves with both the oral proficiency tests and achievement tests available. Achievement tests are used by the College Board and the professional associations of foreign language teachers for purposes of placement and evaluation of students. The ACTFL proficiency guidelines are used increasingly by universities and school districts to evaluate the ability of teachers and of student teachers. These proficiency guidelines are also being used by industry and private foundations since the ability to communicate in the local language in a foreign setting is of primary concern. Achievement tests can, when combined with oral proficiency tests, be very useful for evaluating student performance.

In Jefferson County schools, the articulation from junior high school to high school or from high school to a university is of great importance. Testing to facilitate this articulation may be accomplished by the appropriate choice below.

1. An Oral Proficiency Interview
2. American Association of French exam
   German exam
   Russian exam
   Spanish exam
3. District Exam
4. Regent's Exam
5. Advanced Placement Exam

The results of an Oral Proficiency Interview may be viewed in the following manner:

N	101	Novice
N^h	102	Novice high
I^L	201-202	Intermediate low
I^m	301-302	Intermediate mid
I^h	401-402	Intermediate high
A	501-502	Advanced

An integral part of the last year of junior high (8th, 9th grade) will include an Oral Proficiency Interview to be held at an appropriate time before registration and again in late May for those students whose language capabilities have radically changed over the spring months. This interview will insure better placement of students in their next level of study. It is also suggested that an oral interview be used to place transfer students in a correct level commensurate with their ability.

*Available in the
Department of
Second Language
Education Office

SECOND LANGUAGE EDUCATION
LANGUAGE PROFICIENCY RECORD

Student's Name ______________________ Date ______________________

School ______________________ Language Area ______________________

Achievement/Proficiency Test Used

☐ Proficiency Interview

☐ District Exam

☐ American Association of Spanish)
French)
German) Exam
Russian)

☐ Regents Exam

☐ Advanced Placement Exam

Instructor/Evaluator ______________________

Level Completed: (Check Appropriate Boxes)

☐ 101 N
☐ 102 N^H
☐ 201-202 I^L
☐ 301-302 I^M
☐ 401-402 I^H
☐ 501-502/AP Adv.

Strengths: ______________________

____

____

Weaknesses: ______________________

____

____

Comments: ______________________

____

____

LEVEL 101/102 - Achievement Test (45 Minutes)

I. Complete the declensions of these nouns and noun - adjective combinations: you may abbreviate where possible, but be clear. (52 points, 1 each)

	Singular		Plural	
1.	regina			
2.	ager	latus		
	agri			
3.	agricola	miser		
		miseri		
4.	periculum			

II. Conjugate the following verbs in active and passive voice. Give one possible translation of each tense into English as directed. (49 points, 1 each)

1. voco, vocare, vocavi, call

ACTIVE VOICE PASSIVE VOICE

Present ________ ________ ________ ________

________ ________ ________ ________

________ ________ ________ ________

________ = trans., 3rd pl. ________ = trans., 3rd pl.

Imperfect ________ ________ ________ ________

________ ________ ________ ________

________ ________ ________ ________

________ = trans., 3rd pl. ________ = trans., 3rd pl.

Future ________ ________ ________ ________

________ ________ ________ ________

________ ________ ________ ________

________ =trans., 3rd pl. ________ = trans., 3rd pl.

Perfect ________ ________

________ ________

________ ________

________ = trans., 3rd pl.

2. mitto, mittere, misi, send (28 points, 1 each)

ACTIVE VOICE

Present ________ ________

________ ________

________ ________

________ = trans., 3rd sing.

Imperfect ____________________ ____________________

____________________ ____________________

____________________ ____________________

______________________ = trans., 3rd sing.

Future ____________________ ____________________

____________________ ____________________

____________________ ____________________

______________________ = trans., 3rd sing.

Perfect ____________________ ____________________

____________________ ____________________

____________________ ____________________

______________________ = trans., 3rd sing.

3. Sum, esse, fui, to be (29 points, 1 each)

Present ____________________ ____________________

____________________ ____________________

____________________ ____________________

______________________ = trans., 1st sing.

Future ____________________ ____________________

____________________ ____________________

____________________ ____________________

______________________ = trans., 1st sing.

Imperfect ____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ = trans., 1st sing.

Perfect ____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ = trans., 3rd sing.

III. Vocabulary. (20 points, 2 each)

1. Write the English meaning for each word.

1. do, dare: ____________________
2. trans: ____________________
3. deus, -i,m. ____________________
4. audio, -ire ____________________
5. scribo,-ere ____________________
6. auxilium, i,n. ____________________
7. invenio,-ire ____________________
8. pono, -ere ____________________
9. noster,-tra,-trum ____________________
10. semper ____________________

2. Write the Latin with all vocabulary forms requested. (20 points, 2 each)

Nouns--give the nominative and genitive singular, and gender.

	NOM.	GEN.	GENDER
1. money			
2. horse			
3. mind,soul			
4. hour			

Adjectives--give 3 parts, masculing, feminie and neuter.

	M.	F.	N.
5. my			
6. beautiful, pretty			
7. first			

Verbs--give the 1st, 2nd and 3rd principal parts.

8. to save,keep ____________ ____________ ____________

9. to lead ____________ ____________ ____________

10. to put,place ____________ ____________ ____________

IV. Give the meaning and an English derivative for each. (30 points, 1 each blank)

	Meaning	Derivative
1. poena,-ae,f.		
2. peto, petere		
3. ante (prep.)		
4. exemplum,-i,n.		
5. verbum, -i,n.		
6. medius,-a,-um		
7. traho, -ere		
8. scribo, -ere		
9. amicus,-i,m.		
10. bonus,-a,-um		
11. littera,-ae,f.		
12. rego, -ere		
13. patria, ae, f		
14. libero, -are		
15. moveo, -ere		

V. Complete the principal parts of each verb, give the meaning and the number of the conjugation to which each belongs. (38 points, 1 each)

Principal parts:

1st	2nd	3rd	meaning	cong.
1.	docēre			2nd
2.		cepi		3rd
3.			prepare, get	
4.	dare			
5. audio				
6.		egi		
7.	manēre			
8.			make, do	
9. servo				
10.		munivi		

VI. Complete these verb forms as directed by adding the personal ending and tense signal, if needed. (10 points, 2 each)

1. porta ______________________________(we)
2. munie ______________________________(he used to)
3. amav ______________________________(they have)
4. doce ______________________________(you (pl.) will)
5. leg ______________________________(she will)

VII. Give the letter for the Latin case which is used with each of the following prepositions: (10 points, 2 each)

1. cum uses the ______________________________case. a. Nominative
2. ad uses the ______________________________case. b. Accusative
3. in uses the ______________or______________case. c. Ablative
4. a, ab uses the______________________________case. d. Dative
5. sine uses the ______________________________case. e. Genitive

VIII. Name the correct Latin case to be used in writing the underlined English forms in the following sentences (Nominative, Genitive, Dative, Accusative or Ablative). (20 points, 2 each)

1. Mother gave Marcus an apple.
A B C

A.____________
B.____________
C.____________

2. Marcus was a good boy.
D E

D.____________
E.____________

3. The mouse was chased into the corner by the cat.
F G

F.____________
G.____________

4. The girl's locker was located across the hall.
H I

H.____________
I.____________

5. He influenced many people with his opinions.
J

J.____________

IX. Translate to English. (15 points, 1 per word)

1. Videsne multos viros in agris?______________________________

____

2. Servi familiis aquam dabant.______________________________

____

3. Liber tuus est longus sed bonus.______________________________

____

Scale Passing = 85%

320 Points Possible

Score	%
319-320	100
316-318	99
312-315	98
309-311	97
306-308	96
303-305	95
300-302	94
297-299	93
293-296	92
290-292	91
287-289	90
284-286	89
280-283	88
277-279	87
274-276	86
271-273	85

KEY

Level **101/102** - Achievement Test (45 Minutes)

I(a) Complete the declensions of these nouns and noun-adjective combinations. You may abbreviate where possible, but be clear. (52 points, 1 each)

	Singular		Plural	
1.	regina		regin(ae)	
	regin(ae)		regin(arum)	
	regin(ae)		regin(is)	
	regin(am)		regin(as)	
	regin(ā)		regin(is)	
2.	ager	latus	agr(i)	lat(i)
	agri	lat(i)	agr(orum)	lat(orum)
	agr(o)	lat(o)	agr(is)	lat(is)
	agr(um)	lat(um)	agr(os)	lat(os)
	agr(o)	lat(o)	agr(is)	lat(is)
3.	agricola	miser	agricol(ae)	miser(i)
	agricol(ae)	miseri	agricol(arum)	miser(orum)
	agricol(ae)	miser(o)	agricol(is)	miser(is)
	agricol(am)	miser(um)	agricol(as)	miser(os)
	agricol(ā)	miser(o)	agricol(is)	miser(is)
4.	periculum		pericul(a)	
	pericul(i)		pericul(orum)	
	pericul(o)		pericul(is)	
	pericul(um)		pericul(a)	
	pericul(o)		pericul(is)	

Alternate Paradigm Order

I(b) Complete the declensions of these nouns and noun-adjective combinations. You may abbreviate where possible, but be clear. (52 points, 1 each)

	Singular	Plural
1.	regina	regin(ae)
	regin(am)	regin(as)
	regin(ā)	regin(is)
	regin(ae)	regin(is)
	regin(ae)	regin(arum)

2.	ager	latus	agri	lat(i)
	agr(um)	lat(um)	agr(os)	lat(os)
	agr(o)	lat(o)	agr(is)	lat(is)
	agr(o)	lat(o)	agr(is)	lat(is)
	agri	lat(i)	agr(orum)	lat(orum)

3.	agricola	miser	agricol(ae)	miser(i)
	agricol(am)	miserum	agricol(as)	miser(os)
	agricol(ā)	miser(o)	agricol(is)	miser(is)
	agricol(ae)	miser(o)	agricol(is)	miser(is)
	agricol(ae)	miser(i)	agricol(arum)	miser(orum)

4.	periculum	pericula
	pericul(um)	pericula
	pericul(o)	pericul(is)
	pericul(o)	pericul(is)
	pericul(i)	pericul(orum)

II. Conjugate the following verbs in active and passive voice. Give one possible translation of each tense into English as directed. (49 points, 1 each)

1. voco, vocare, vocavi, call

	ACTIVE VOICE		PASSIVE VOICE	
Present	voco	-amus	vocor	vocamur
	-as	-atis	-aris	-amini
	-at	-ant	-atur	-antur

they call, = trans., 3rd pl. they are (being) called = trans., 3rd pl.
they are calling, or they do call

Imperfect	vocabam	vocabamus	vocabar	vocabamur
	-bas	-batis	-baris	-bamini
	-bat	-bant	-batur	-bantur

they were calling = trans., 3rd pl. they were (being) called = trans., 3rd pl
they called, did call, used to call

Future	vocabo	vocabimus	voccabor	vocabimur
	-bis	-bitis	-beris	-bimini
	-bit	-bunt	-bitur	-buntur

they will call = trans., 3rd pl. they will be called= trans.,3rd pl.

Perfect	vocavi	vocavimus
	-isti	-istis
	-it	-erunt

they have called, = trans., 3rd pl.
they did call, they called

2. mitto mittere misi - send
Active Voice

Present	mitto	mittimus
	is	itis
	it	unt

he, she, it sends, = trans., 3rd. sing.
is sending, does send

Imperfect	mittebam	mittebamus
	-bas	-batis
	-bat	mittebant

he/she/it was sending, = trans., 3rd sing.
sent, did send, used to send

Future	mittam	mittemus
	mittes	-etis
	-et	-ent

he/she/it will send = trans., 3rd sing.

Perfect	misi	misimus
	-isti	-istis
	-it	-erunt

he/she/it sent, did send, = trans., 3rd sing.
has sent

3. Sum, esse, fui, to be (28 points, 1 each)

Present	sum	sumus
	es	estis
	est	sunt

I am = trans., 1st sing.

Future	ero	erimus
	eris	eritis
	erit	erunt

I will be = trans., 1st sing.

Imperfect	eram	eramus
	eras	eratis
	erat	erant

I was = trans., 1st sing.

Perfect	fui	fuimus
	fuisti	fuistis
	fuit	fuerunt

I was/have been = trans., 1st sing.

III. Vocabulary. (20 points, 2 each)

1. Write the English meaning for each word.

1. do, dare give
2. trans across
3. deus,-i,m. god
4. audio,-ire hear
5. scribo,-ere write
6. auxlium,i,n. aid, help
7. invenio,-fre find, come upon
8. pono,-ere put, place
9. noster,-tra,-trum our
10. semper always

2. Write the Latin with all vocabulary forms requested. (20 points, 2 each)

Nouns--give the nominative and genitive singular, and gender.

	NOM.	GEN.	GENDER
1. money	pecunia	-ae	f.
2. horse	equus	-i	m.
3. mind, soul	animus	-i	m.
4. hour	hora	-ae	f.

Adjectives--give 3 parts, masculine, feminine and neuter.

		M.	F.	N.
5.	my	meus	mea	meum
6.	beautiful, pretty	pulcher	pulchra	pulchrum
7.	first	primus	prima	primum

Verbs--give the 1st, 2nd and 3rd principal parts.

8.	to save, keep	servo	servare	servavi
9.	to lead	duco	ducere	duxi
10.	to put, place	pono	ponere	posui

IV. Give the meaning and an English derivative for each. (30 points, 1 each blank)

		Meaning	Derivative
1.	poena, -ae, f.	penalty, punishment	penalty, penalize, penal
2.	peto, petere	seek, ask	compete, petition
3.	ante (prep.)	before	antecedent, antedate
4.	exemplum, -i, n.	example	exemplary, exemplify, sample
5.	verbum, -i, n.	verb, word	verbal, verb
6.	medius, -a, -um	middle (of)	mediator, median,
7.	traho, -ere	drag, draw	retract, detract, tractor traction, trace
8.	scribo, -ere	write	script, scripture, scribe, scribble
9.	amicus, -i, m.	friend	amicable, amity
10.	bonus, -a, -um	good	bonus, bonbon
11.	littera, -ae, f.	letter	letter, literature
12.	rego, -ere	rule, guide	regent, regulate
13.	patria, -ae, f	native land, country	patriot, expatriate
14.	libero, -are	(set) free	liberate, liberator
15.	moveo, -ere	move	moveable, motion, movement

V. Complete the principal parts of each verb, give the meaning and the number of the conjugation to which each belongs. (38 points, 1 each)

Principal parts:

1st	2nd	3rd	meaning	cong.
1. doceo	docere	docui	teach	2nd
2. capio	capere	cepi	capture, seize take	3rd
3. paro	parare	paravi	prepare, get	1
4. do	dare	dedi	give	1
5. audio	audire	audivi	hear	4
6. ago	agere	egi	do, drive,live	3
7. maneo	manere	mansi	stay, remain	2
8. facio	facere	feci	make, do	3
9. servo	servare	servavi	save, keep, preserve	1
10. munio	munire	munivi	fortify, build	4

VI. Complete these verb forms as directed by adding the personnal ending and tense signal, if needed. (10 points, 2 each)

1. porta mus ________ (we)
2. munie bat ________ (he used to)
3. amav erunt ________ (they have)
4. doce bitis ________ (you (pl.) will)
5. leg et ________ (she will)

VII. Give the letter for the Latin case which is used with each of the following prepositions: (10 points, 2 each)

1. cum uses the ____ C ____ case. a. Nominative
2. ad uses the ____ B ____ case. b. Accusative
3. in uses the ____ B ____ or ____ C ____ case. c. Ablative
4. a, ab uses the ____ C ____ case. d. Dative
5. sine uses the ____ C ____ case. e. Genitive

VIII. Name the correct Latin case to be used in writing the underlined English forms in the following sentences (Nominative, Genitive, Dative, Accusative or Ablative). (20 points, 2 each)

1. $\underset{A}{\underline{\text{Mother}}}$ gave $\underset{B}{\underline{\text{Marcus}}}$ an $\underset{C}{\underline{\text{apple}}}$.	A. Nominative B. Dative C. Accusative
2. $\underset{D}{\underline{\text{Marcus}}}$ was a good $\underset{E}{\underline{\text{boy}}}$.	D. Nominative E. Nominative
3. The mouse was chased into the $\underset{F}{\underline{\text{corner}}}$ by the $\underset{G}{\underline{\text{cat}}}$.	F. Ablative G. Ablative
4. The $\underset{H}{\underline{\text{girl's}}}$ locker was located across the $\underset{I}{\underline{\text{hall}}}$.	H. Genitive I. Accusative
5. He influenced many people with his $\underset{J}{\underline{\text{opinions}}}$.	J. Ablative

IX. Translate to English. (15 points, 1 per word)

1. Videsne multos viros in agris? Do you see many men in the fields?

2. Servi familiis aquam dabant. The slaves (servants) were giving water to the families/the families water

3. Liber tuus est longus sed bonus. Your book is long but good

Scale Passing = 85%

320 Points Possible

Score	%
319-320	100
316-318	99
312-315	98
309-311	97
306-308	96
303-305	95
300-302	94
297-299	93
293-296	92
290-292	91
287-289	90
284-286	89
280-283	88
277-279	87
274-276	86
271-273	85

Level 201/202 Achievement Test (50 Minutes)

I. COMPREHENSION - Read carefully the following paragraph, then answer in English the 10 questions below.

Vita dura omnibus pueris Spartani agenda erat. Septem annos nati[1] mater relinquebant[2] ut ad bellum instituerentur.[3] Cenas ipsi parabant ex pessimis cibis, nam Spartani credebant famen[4] optimum condimentum cibi esse. Pueri flagellis[5] caesi sunt[6] ut dolorem ferre discerent.

[1] natus, -a, -um, born, at the age of...

[2] relinquo, -ere, reliqui, relictus, to leave (behind), abandon

[3] instituo, -ere, institui, institutus, establish, train

[4] fames, -is, hunger

[5] caedo, -ere, -cecidi, caesus, cut, beat

[6] flagellum, -i, whip

1. What kind of life was to be lived by the Spartan boys?
2. Would some of them be dispensed from that sort of life?
3. At what age would they start their training?
4. For what were they trained?
5. Who would prepare their meals?
6. What was the best condiment for their food?
7. How (good) was their food?
8. Was whipping part of their training?
9. Why?
10. Why would they leave their mothers?

II. VOCABULARY - Give the English meaning of the following Latin words:

A.

1. mercator, mercatoris, m. ________________
2. ligo, ligare ________________
3. mos, moris, m. ________________
4. soror, sororis, f. ________________
5. finis, -is, m. ________________
6. dulcis, -e ________________
7. navis, -is, f. ________________
8. reliquus, -a, -um ________________
9. rex, regis, m. ________________
10. tendo, -ere, tetendi, tentus ________________

B. Give the Latin words for the English words below. Remember to indicate

(1)for nouns: the singular nominative, genitive and gender, i.e., city, urbs, urbis, f.,

(2)for adjectives: the nominative singular in the three genders, i.e., good, bonus, -a, -um, or similar, similis, -e,

(3)for verbs: only the infinitive, i.e., call, vocare,

(4)for other words: the Latin equivalent and name the part of speech.

1. hold ________________
2. leader, general ________________
3. heavy, severe ________________
4. game, school ________________
5. conquer ________________
6. poor, unhappy ________________
7. be absent or away ________________
8. freely ________________
9. entrust ________________
10. but ________________
11. be near or present ________________

C. Give the principal parts of the following verbs:

1. send ____________ ____________ ____________ ____________
2. remain ____________ ____________ ____________ ____________
3. abandon, leave ____________ ____________ ____________ ____________
4. touch ____________ ____________ ____________ ____________
5. flee ____________ ____________ ____________ ____________
6. compel ____________ ____________ ____________ ____________
7. hasten ____________ ____________ ____________ ____________
8. find ____________ ____________ ____________ ____________
9. drive, defeat ____________ ____________ ____________ ____________
10. say, tell ____________ ____________ ____________ ____________

III. DERIVATIVES - Give one English derivative from each of the following words:

1. fama, ae ____
2. hortor, hortari, hortatus ____
3. arbor, arboris ____
4. liber, libri ____
5. terreo, ere, ui, itum ____
6. cedo, -ere, cessi, cessurus ____
7. video, ere, vidi, visus ____
8. cupio, ere, cupivi, itum ____
9. liber, -a, -um ____
10. fortis, -e ____
11. loquor, loqui, locutus ____
12. duco, -ere, duxi, ductus ____
13. scribo, -ere, scripsi, scriptus ____
14. mater, matris ____
15. miles, militis ____

16. litus, litoris ____________________

17. mare, -is ____________________

18. nox, noctis ____________________

19. opprimo, -ere, oppressi, oppressus ____________________

20. oro, -are, -vi, oratus ____________________

21. quaero, -ere, quaesivi, quaesitus ____________________

22. pereo, -ire, ii, periturus ____________________

23. noceo, -ere, nocui, nociturus ____________________

24. moveo, -ere, movi, motus ____________________

25. ago, -ere, egi, actus ____________________

IV. MORPHOLOGY

A. Write a synopsis of CAPIO, CAPERE, CEPI, CAPTUS in the 3rd person sing. (teacher's option) of all indicative tenses and infinitives both active and passive:

	ACTIVE	PASSIVE
Present		
Future		
Imperfect		
Perfect		
Future Perfect		
Past Perfect		
Present Infinitive		
Perfect Infinitive		

B. Nouns and Adjectives - Decline in all cases:

		SINGULAR	PLURAL
a.	Nom.	hostis fortis	
	Gen.		
	Dat.		
	Acc.		
	Abl.		

b.		SINGULAR	PLURAL
	Nom.	iter difficile	
	Gen.		
	Dat.		
	Acc.		
	Abl.		

c.		M	F	N	M	F	N
	Nom.	qui	quae	quod			
	Gen.						
	Dat.						
	Acc.						
	Abl.						

V. SYNTAX

A. In the following sentences identify the kind of ablatives:

a. Liber magnā curā-1 a poetā-2 scriptus est.

b. Eis diebus3 in oppido-4 cum amico-5 studebam.

1. ____
2. ____
3. ____
4. ____
5. ____

B. Relatives, Interrogatives, Demonstratives

a. Write in the blanks the Latin translation of the English words given in parentheses in the correct form and usage.

1. Puer (whose)________________librum amisi, vidi.
2. Pueri (whom)______________in silva vidi, accedunt.
3. E provinciā excessi ob puellam (whom)______________amabam.
4. (To whom)______________libros dabimus?

5. (From which) A____________________viā venistis?

6. Puerum (who)________________trans viam habitat non cognovi.

7. Marce, (who)_________________litteras quas legis scripsit?

8. (In the same year)________________libertas captivis data est.

9. (To these)___________________pueris praemium dabo.

10. (This)_________puellā laudatā, (that one)___________ laudabo.

Scale	Percentage %
200-199	100
198-197	99
196-195	98
194-193	97
192-191	96
190-189	95
188-187	94
186-185	93
184-183	92
182-181	91
180-179	90
178-177	89
176-175	88
174-173	87
172-171	86
170-169	85

Total Possible Points 200

KEY

LEVEL 201/202- Achievement Test (50 Minutes)

I. COMPREHENSION - Read carefully the following paragraph, then answer in English the 10 questions below.

Vita dura omnibus pueris Spartani agenda erat. Septem annos nati[1] mater relinquebant[2] ut ad bellum instituerentur.[3] Cenas ipsi parabant ex pessimis cibis, nam Spartani credebant famen[4] optimum condimentum cibi esse. Pueri flagellis[5] caesi sunt[6] ut dolorem ferre discerent.

[1] natus, -a, -um, born, at the age of...

[2] relinquo, -ere, reliqui, relictus, to leave (behind), abandon

[3] instituo, -ere, institui, institutus, establish, train

[4] fames, -is, hunger

[5] caedo, -ere, -cecidi, caesus, cut, beat

[6] flagellum, -i, whip

1. What kind of life was to be lived by the Spartan boys?

   (harsh, hard, tough)

2. Would some of them be dispensed from that sort of life?

   (no)

3. At what age would they start their training?

   (age of 7)

4. For what were they trained?

   (war)

5. Who would prepare their meals?

   (they themselves)

6. What was the best condiment for their food?

   (hunger)

7. How (good) was their food?

   (extremely bad)

8. Was whipping part of their training?

   (yes)

9. Why?

   (to learn to bear pain)

10. Why would they leave their mothers?

    (to be trained for war)

II. VOCABULARY - Give the English meaning of the following Latin words:

A.

1.	mercator, mercatoris, m.	(merchant, trader)
2.	ligo, ligare	(tie, bind)
3.	mos, moris, m.	(custom, usage, manner)
4.	soror, sororis, f.	(sister)
5.	finis, -is, m.	(end, border, boundary)
6.	dulcis, -e	(sweet, pleasant, agreeable)
7.	navis, -is, f.	(ship)
8.	reliquus, -a, -um	(remaining, the rest of...)
9.	rex, regis, m.	(king)
10.	tendo, -ere, tetendi, tentus	(stretch, spread, aim)

B. Give the Latin words for the English words below. Remember to indicate
(1)for nouns: the singular nominative, genitive and gender, i.e., city, urbs, urbis, f.,

(2)for adjectives: the nominative singular in the three genders, i.e., good, bonus, -a, -um, or similar, similis, -e,

(3)for verbs: only the infinitive, i.e, call, vocare,

(4)for other words: the Latin equivalent and name the part of speech.

1.	hold	(tenēre, habēre)		
2.	leader, general	(dux	ducis	m.)
3.	heavy, severe	(gravis	grave)	
4.	game, school	(ludus	ludi	m.)
5.	conquer	(vincere)		
6.	poor, unhappy	(miser	misera	miserum)
7.	be absent or away	(abesse)		
8.	freely	(libere	adverb)	
9.	entrust	(mandare)		
10.	but	(sed	conjunction)	
11.	be near or present	(adesse)		

C. Give the principal parts of the following verbs:

1.	send	(mitto	mittere)	(misi	missus)
2.	remain	(maneo	manere	mansi	mansurus)
3.	abandon, leave	(relinquo	relinquere	reliqui	relictus)
4.	touch	(tango	tangere	tetigi	tactus)
5.	flee	(fugio	fugere	fugi	fugiturus)
6.	compel	(cogo	cogere	coegi	coactus)
7.	hasten	(propero (maturo	properare maturare	properavi maturavi	properaturus) maturatus)
8.	find	(invenio (reperio	invenire reperire	inveni repperi	inventus) repertus)
9.	drive, defeat	(pello	pellere	pepuli	pulsus)
10.	say, tell	(dico	dicere	dixi	dictus)

III. DERIVATIVES - Give one English derivative from each of the following words:

1.	fama, ae	(famous, infamy, defame, etc.)
2.	hortor, hortari, hortatus	(exhortation, hortatory...)
3.	arbor, arboris	(arboriculture, arboreal, arboretum...)
4.	liber, libri	(library, librarian, libretto...)
5.	terreo, ere, ui, itum	(terror, terrify, terrible...)
6.	cedo, -ere, cessi, cessurus	(concede, concession, concessive...)
7.	video, ere, vidi, visus	(vision, videotape, invisible...)
8.	cupio, ere, cupivi, itum	(cupidity, concupiscent, concupiscence)
9.	liber, -a, -um	(liberty, liberate, liberation...)
10.	fortis, -e	(fortitude, fortress, fortify...)
11.	loquor, loqui, locutus	(loquacious, locution, interlocutor...)
12.	duco, -ere, duxi, ductus	(conduct, aqueduct, ductility...)
13.	scribo, -ere, scripsi, scriptus	(scribe, script, inscribe...)
14.	mater, matris	(maternal, matriarchy, matricidal...)
15.	miles, militis	(military, militia, militant...)

16.	litus, litoris	(litoral, littoral...)
17.	mare, -is	(marine, maritime, submarine...)
18.	nox, noctis	(nocturnal, nocturne, noctambulist...)
19.	opprimo,-ere,oppressi,oppressus	(oppress, oppression, oppressor...)
20.	oro, -are, -vi, oratus	(orator, oratory, oration...)
21.	quaero,-ere,quaesivi,quaesitus	(question, inquire, require, quest..)
22.	pereo, -ire, ii, periturus	(perish, perishable, imperishable...)
23.	noceo, -ere, nocui, nociturus	(nocuous, noxious, innocuous...)
24.	moveo, -ere, movi, motus	(movement, motion, motor...)
25.	ago, -ere, egi, actus	(agent, action, act, agency...)

IV. MORPHOLOGY

A. Write a synopsis of CAPIO, CAPERE, CEPI, CAPTUS in the 3rd person singular (teacher's option) of all indicative tenses and infinitives both active and passive:

	ACTIVE	PASSIVE
Present	capit	capitur
Future	capiet	capietur
Imperfect	capiebat	capiebatur
Perfect	cepit	captus, (a, -um) est
Future Perfect	ceperit	captus erit
Past Perfect	ceperat	captus erat
Present Infinitive	capere	capi
Perfect Infinitive	cepisse	captus esse

B. Nouns and Adjectives - Decline in all cases:

		SINGULAR	PLURAL
a.	Nom.	hostis fortis	(hostes fortes)
	Gen.	(hostis fortis	hostium fortium)
	Dat.	(hosti forti	hostibus fortibus)
	Acc.	(hostem fortem	hostes fortes)
	Abl.	(hoste forti	hostibus fortibus)

		SINGULAR	PLURAL
b.	Nom.	iter difficile	(itinera difficilia)
	Gen.	(itineris difficilis	itinerum difficilium)
	Dat.	(itineri difficili	itineribus difficilibus)
	Acc.	(iter difficile	itinera difficilia)
	Abl.	(itinere difficili	itineribus difficilibus)

		M	F	N	M	F	N
c.	Nom.	qui	quae	quod	(qui	quae	quae)
	Gen.	(cuius	cuius	cuius	quorum	quarum	quorum)
	Dat.	(cui	cui	cui	quibus	quibus	quibus)
	Acc.	(quem	quam	quod	quos	quas	quae)
	Abl.	(quo	qua	quo	quibus	quibus	quibus)

V. SYNTAX

A. In the following sentences identify the kinds of ablatives:

a. Liber magnā curā$^{-1}$ a poetā$^{-2}$ scriptus est.

b. Eis diebus^{3} in oppido^{-4} cum amico^{-5} studebam.

1. (manner)
2. (agent)
3. (time when)
4. (place where)
5. (accompaniment)

B. Relatives, Interrogatives, Demonstratives

a. Write in the blanks the Latin translation of the English words given in parentheses in the correct form and usage.

1. Puer (whose) (cuius) librum amisi, vidi.
2. Pueri (whom) (quos) in silva vidi, accedunt.
3. E provinciā excessi ob puellam (whom) (quam) amabam.
4. (To whom) (cui) libros dabimus?

5. (From which) A______(quā)___________viā venistis?

6. Puerum (who)_____(qui)________trans viam habitat non cognovi.

7. Marce, (who)_____(quis)________litteras quas legis scripsit?

8. (In the same year)_(eodem anno)____libertas captivis data est.

9. (To these)_______(his)_________pueris praemium dabo.

10. (This)__(hac)___puellā laudatā, (that one)___(illam)____ laudabo.

Scale	Percentage %
200-199	100
198-197	99
196-195	98
194-193	97
192-191	96
190-189	95
188-187	94
186-185	93
184-183	92
182-181	91
180-179	90
178-177	89
176-175	88
174-173	87
172-171	86
170-169	85

Total Possible Points 200

Level 301/302 - Achievement Test (1 Hour)

Read the following passages and do as directed.

I. (Suggested time - 15 minutes)

Muli[1] gravati[2] sarcinis[3] ibant[4] duo.
Unus ferebat fiscos[5] cum pecunia;
alter tumentes[6] multo saccos[7] hordeo.[8]
Ille onere[9] dives,[10] celsa[11] cervice[12] eminens[13]
clarumque collo[14] iactans[15] tintinnabulum;[16]
comes[17] quieto[18] sequitur et placido[19] gradu.[20]
Subito[21] latrones[22] ex insidiis[23] advolant,[24]
interque caedem[25] ferro mulum lancinant;[26]
diripiunt[27] nummos,[28] neglegunt vile[29] hordeum.
Spoliatus[30] igitur casus[31] cum fleret[32] suos,
"Equidem,"[33] inquit alter, "me contemptum gaudeo.[34]
Nam nihil amisi, nec sum laesus[35] vulnere."[36]
Hoc argumento[37] tuta[38] est hominum tenuitas;[39]
magnae periclo[40] sunt opes obnoxiae.[41]

[1] mulus, -i, mule

[2] gravo (1), load, burden

[3] sarcina, -ae, bundle, pack

[4] eo ire -ivi itum - go

[5] fiscus, -i, basket

[6] tumeo, -ere, swell, be swollen

[7] saccus, -i, sack

[8] hordeum, -i, barley

[9] onus, -eris, n., burden, load

[10] dives, divitis, rich

[21] subito, suddenly

[22] latro, -onis, m., bandit, robber

[23] insidiae -arum, ambush

[24] advolo, (1) fly, hasten

[25] caedes, -is, slaughter

[27] diripio, -ere, -ripui, -reptum, plunder

[28] nummus, -i, currency, money

[29] vilis, -e, cheap

[30] spolio, (1) rob

[31] casus, -us, accident

[11] celsus a um, tall

[12] cervix, -vicis, f., neck

[13] emineo, -ere, -minui, stand out, be conspicuous

[14] collum, -i, neck

[15] iacto (1), toss

[16] tintinnabulum, -i, bell

[17] comes, comitis, m./f., companion

[18] quietus, -a, -um, quiet

[19] placidus, -a, -um, placid gentle

[20] gradus, -us, step

[32] fleo, -ere, flevi, fletum, weep, bewail

[33] equidem, indeed

[34] gaudeo, rejoice

[35] laedo, -ere, laesi, laesum, injure

[36] vulnus, -neris, wound

[37] argumentum, -i, evidence, proof

[38] tutus, -a, -um, safe

[39] tenuitas, -tatis, f., poverty

[40] periclo, = periculo

[41] obnoxius, -a, -um, subject to, exposed to

a) Identify the moral of the story and give an example to illustrate this principle.

b) Identify the genre or category to which this story belongs.

c) Name the Greek author who greatly influenced this genre.

d) Give the figure of speech for:

(1) tintinnabulum (1. 5)

(2) celsa cervice (1. 4)

e) Give a derivative for these words:

(1) gravati (1. 1)

(2) fiscos (1. 2)

(3) obnoxiae (1. 14)

II. (Suggested time - 15 minutes)

Hoc proelio facto, reliquas[1] copias[2] Helvetiorum ut consequi[3] posset, pontem in Arari[4] facit atque ita exercitum[5] traducit. Helvetii repentino[6] eius adventu commoti, cum id quod ipsi diebus XX aegerrime[7] confecerant, ut[8] flumen transirent, illum uno die fecisse intellegerent, legatos ad eum mittunt.

[1] reliquus, -a, -um, remaining

[2] copiae, -arum, f., troops

[3] consequor, -sequi, -secutus, follow

[4] Arar Araris, m., river

[5] exercitus, -us, m., army

[6] repentino, suddenly

[7] aegre, with difficulty

[8] The ut clause is in apposition with id.

a) Translate the passage into good English. (Use the back if necessary)

b) Identify the grammar of the following:

(1) proelio facto (1. 1)

(2) adventu (1. 3)

(3) quod (1. 3)

(4) fecisse (1. 4)

(5) intellegerent (1. 5)

c) Name the author and work.

d) Give a derivative for these words:

(1) facto (1. 1)

(2) pontem (1. 2)

(3) commoti (1. 3)

III. (Suggested time - 15 minutes)

Iam navibus cinis[1] densior incidebat,[2] iam pumices[3] etiam nigrique lapides.[4] Cum gubernator[5] moneret ut retro flecteret,[6] "Fortes," inquit, "fortuna iuvat."[7] Ubi ad litus[8] venit, amicum vidit. Eum territum hortatur.[9] Tum in balneum[10] it et postea ad cenam, aut hilaris[11] aut similis hilari.

Interim e Vesuvio monte latissimas flammas viderunt. Ille, ne ceteri timerent, dicebat ignes ab agricolis relictos esse. Tum se quieti[12] dedit.

[1] cinis, cineris, m., ash

[2] incido, -cidere, incidi, incasum, fall

[3] pumices, pumice stones

[4] lapis, lapidis, m., stone

[5] gubernator, -toris, m., pilot

[6] flecto, flectere, flexi, flexus, turn

[7] A common Roman proverb

[8] litus, litoris N, shore

[9] hortor, encourage

[10] balneum, -i, N, bath

[11] hilaris, -e, cheerful

[12] quies quietis, f., sleep

a) Translate the passage into good English. (Use the back if necessary.)

b) Identify the grammar of the following:

(1) navibus (1. 1)

(2) flecteret (1. 2)

(3) territum (1. 3)

(4) hilari (1. 5)

(5) quieti (1. 6)

c) Name the author and the historic occasion.

d) Give a derivative for these words:

(1) cinis (1. 1)

(2) amicum (1. 3)

(3) relictos (1. 6)

IV. (Suggested time - 15 minutes)

Quod convīvāris[1] sine mē tam saepe, Luperce,[2]

invēnī noceam[3] quā ratiōne tibi.

Īrāscor:[4] licet[5] ūsque vocēs mittāsque[6] rogēsque -
"Quid faciēs?" inquis. Quid faciam? Veniam!

[1] *convivor*, -*ari*, -*atus sum*, to feast

[2] *Lupercus*, -*i*, m., Lupercus

[3] *noceo nocere nocui nocitum*, harm

[4] *rascor*, be angry

[5] *licet* + subj., though, granted

[6] send a slave as a special messenger

a) Translate the passage into good English. (Use the back if necessary.)

b) Identify the grammar of the following:

(1) noceam (1. 2)

(2) tibi (1. 2)

(3) voces (1. 3)

c) Name the author and his genre (style of writing)

d) Scan 1. 1 and indicate the caesura.

e) Name the meter and the two component measures which comprise it.

f) Write a poem with similar intent.

g) Give a derivative for these words:

(1) convivaris (1. 1)

(2) ratione (1. 2)

(3) irascor (1. 3)

h) Give the figure of speech for:

(1) Quid facies... Quid faciam!

KEY

Level 301/302 - Achievement Test (1 Hour 80 pts.)

Read the following passages and do as directed.

I. (Suggested time - 15 minutes) (12 points)

Muli[1] gravati[2] sarcinis[3] ibant[4] duo.
Unus ferebat fiscos[5] cum pecunia;
alter tumentes[6] multo saccos[7] hordeo.[8]
Ille onere[9] dives,[10] celsa[11] cervice[12] eminens[13]
clarumque collo[14] iactans[15] tintinnabulum;[16]
comes[17] quieto[18] sequitur et placido[19] gradu.[20]
Subito[21] latrones[22] ex insidiis[23] advolant,[24]
interque caedem[25] ferro mulum lancinant;[26]
diripiunt[27] nummos,[28] neglegunt vile[29] hordeum.
Spoliatus[30] igitur casus[31] cum fleret[32] suos,
"Equidem,"[33] inquit alter, "me contemptum gaudeo.[34]
Nam nihil amisi, nec sum laesus[35] vulnere."[36]
Hoc argumento[37] tuta[38] est hominum tenuitas;[39]
magnae periclo[40] sunt opes obnoxiae.[41]

[1] mulus, -i, mule

[2] gravo (1), load, burden

[3] sarcina, -ae, bundle, pack

[4] eo ire -ivi itum - go

[5] fiscus, -i, basket

[6] tumeo, -ere, swell, be swollen

[7] saccus, -i, sack

[8] hordeum, -i, barley

[9] onus, -eris, n., burden, load

[10] dives, divitis, rich

[21] subito, suddenly

[22] latro, -onis, m., bandit, robber

[23] insidiae -arum, ambush

[24] advolo, (1) fly, hasten

[25] caedes, -is, slaughter

[27] diripio, -ere, -ripui, -reptum, plunder

[28] nummus, -i, currency, money

[29] vilis, -e, cheap

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[31] casus, -us, accident

[11] celsus a um, tall

[12] cervix, -vicis, f., neck

[13] emineo, -ere, -minui, stand out, be conspicuous

[14] collum, -i, neck

[15] iacto (1), toss

[16] tintinnabulum, -i, bell

[17] comes, comitis, m./f., companion

[18] quietus, -a, -um, quiet

[19] placidus, -a, -um, placid, gentle

[20] gradus, -us, step

[32] fleo, -ere, flevi, fletum, weep, bewail

[33] equidem, indeed

[34] gaudeo, rejoice

[35] laedo, -ere, laesi, laesum, injure

[36] vulnus, -neris, wound

[37] argumentum, -i, evidence, proof

[38] tutus, -a, -um, safe

[39] tenuitas, -tatis, f., poverty

[40] periclo, = periculo

[41] obnoxius, -a, -um, subject to, exposed to

12 points

a) Identify the moral of the story and give an example to illustrate this principle. (5)

One who flaunts his riches or wealth may fall into danger, whereas the poor man is safe in his poverty.

A queen who always brags about and shows off her wealth could have it stolen, while the poor woman of the village has nothing to steal and thus is safe.

b) Identify the genre or category to which this story belongs (1) fable or allegory

c) Name the Greek author who greatly influenced this genre. (1) Aesop

d) Give the figure of speech for: (2)

(1) tintinnabulum (1. 5) - onomatopoeia

(2) celsa cervice (1. 4) - alliteration

e) Give a derivative for these words: (3)

(1) gravati (1. 1) - gravity

(2) fiscos (1. 2) - fiscal

(3) obnoxiae (1. 14) - obnoxious

II. (Suggested time - 15 minutes) (20 points)

Hoc proelio facto, reliquas[1] copias[2] Helvetiorum ut consequi[3] posset, pontem in Arari[4] facit atque ita exercitum[5] traducit. Helvetii repentino[6] eius adventu commoti, cum id quod ipsi diebus XX aegerrime[7] confecerant, ut[8] flumen transirent, illum uno die fecisse intellegerent, legatos ad eum mittunt.

[1] reliquus, -a, -um, remaining

[2] copiae, -arum, f., troops

[3] consequor, -sequi, -secutus, follow

[4] Arar Araris, m., river

[5] exercitus, -us, m., army

[6] repentino, suddenly

[7] aegre, with difficulty

[8] The ut clause is in apposition with id.

a) Translate the passage into good English. (Use the back if necessary) (10)

After fighting this battle, he built a bridge on the Arar so he could pursue the rest of the Helvetian troops and thus led across the army. The Helvetians were disturbed by his sudden arrival, and, since they knew that he had accomplished on one day a feat which they themselves had barely achieved in twenty - to cross the river - they sent envoys to him.

b) Identify the grammar of the following: (5)

(1) proelio facto (1. 1) - abl. abs.

(2) adventu (1. 3) - abl. of means

(3) quod (1. 3) - Acc - Do

(4) fecisse (1. 4) - ACI after intellegerent

(5) intellegerent (1. 5) - cum clause - casual

c) Name the author and work. (2) Caesar. The Gallic Wars

d) Give a derivative for these words: (3)

(1) facto (1. 1) - fact

(2) pontem (1. 2) - pontoon

(3) commoti (1. 3) - commotion

III. (Suggested time - 15 minutes) (20 points)

Iam navibus cinis[1] densior incidebat,[2] iam pumices[3] etiam nigrique lapides.[4] Cum gubernator[5] moneret ut retro flecteret,[6] "Fortes," inquit, "fortuna iuvat."[7] Ubi ad litus[8] venit, amicum vidit. Eum territum hortatur.[9] Tum in balneum[10] it et postea ad cenam, aut hilaris[11] aut similis hilari.

Interim e Vesuvio monte latissimas flammas viderunt. Ille, ne ceteri timerent, dicebat ignes ab agricolis relictos esse. Tum se quieti[12] dedit.

[1] cinis, cineris, m., ash

[2] incido, -cidere, incidi, incasum, fall

[3] pumices, pumice stones

[4] lapis, lapidis, m., stone

[5] gubernator, -toris, m., pilot

[6] flecto, flectere, flexi, flexus, turn

[7] A common Roman proverb

[8] litus, litoris N, shore

[9] hortor, encourage

[10] balneum, -i, N, bath

[11] hilaris, -e, cheerful

[12] quies quietis, f., sleep

a) Translate the passage into good English. (Use the back if necessary.) (10 points)

Now the ash was falling more thickly upon the ships; now pumice stones and black rocks. Although the helsman kept advising him to turn back he said, "fortune aids the brave." When he had reached shore, he saw a friend. He encouraged him not to be frightened. Then he took his bath and afterward went to dinner, either as a happy man would or seemingly so.

Meanwhile they saw flames shooting in all directions from Mt. Vesuvius. That man, lest the others grow afraid, kept saying that they were fires which farmers had left behind. Then he gave himself to sleep.

b) Identify the grammar of the following: (5)

(1) navibus (1. 1) - dat. after incidere

(2) flecteret (1. 2) - Juss. Subj. Noun claus

(3) territum (1. 3) - participle going w. eum - having been terrified

(4) hilari (1. 5) - dat. after similis

(5) quieti (1. 6) - IDO - after dedit

c) Name the author and the historic occasion. (2)
Pliny and story of Mt. Vesuvius

d) Give a derivative for these words: (3)

(1) cinis (1. 1) - incinerate

(2) amicum (1. 3) - amicable

(3) relictos (1. 6) - relict

IV. (Suggested time - 15 minutes) (28 points)

Quod convīvāris[1] sine mē tam saepe, Luperce,[2]

invēnī noceam[3] quā ratiōne tibi.

Īrāscor:[4] licet[5] ūsque vocēs mittāsque[6] rogēsque -
"Quid faciēs?" inquis. Quid faciam? Veniam!

[1] convivor, -ari, -atus sum, to feast

[2] Lupercus, -i, m., Lupercus

[3] noceo nocere nocui nocitum, harm

[4] rascor, be angry

[5] licet + subj., though, granted

[6] send a slave as a special messenger

a) Translate the passage into good English. (Use the back if necessary.) (10 points)

Because you feast without me so often, Lupercus,
I have found a way to get even with you:
I am angry and though you invite me and send special messengers to
ask me -
What will you do, you say? - What will I do? I will come of course!

b) Identify the grammar of the following: (3)

(1) noceam (1. 2) - Indirect Quest.

(2) tibi (1. 2) - Dat. after nocere

(3) voces (1. 3) - licet + subj.

c) Name the author and his genre (style of writing). (2)
Martial, epigram

d) Scan 1. 1 and indicate the caesura. (1)
Quōd cōn|vīvā|ris ‖ sĭnĕ|mē tām|sāepĕ, Lŭ|pērcĕ

e) Name the meter and the two component measures which comprise it. (3)
(1) elegiac couplet
(2) hexameter
pentameter

f) Rewrite the poem in colloquial language. (5)

Because you always have fun with all your friends and never include me, I have found a way to even the score. You can stand on your head and beg me to come with you, call on me forever, and even send me special invites. Go ahead and you know what I'll do in return. I'll come, naturally.

g) Give a derivative for these words: (3)

(1) convivaris (1. 1) - convivial

(2) ratione (1. 2) - rational

(3) irascor (1. 3) - irate

h) Give the figure of speech for: (1)

(1) Quid facies... Quid faciam! - anaphora

EVALUATION

I. Total Points

I. - 12
II. - 20
III. - 20
IV. - 28
80

II. Scale (Passing 80% or B)

80 - 72 A (90%)
71 - 64 B (80%)
63 - 56 C (70%)
55 - 48 D (60%)
47 - F

Level 401/402 - Achievement Test (1½ Hours)

Read the following passages and do as directed. You may consult a dictionary.

I. (Suggested time - 15 minutes)

Vīvāmus, mea Lesbia, atque amēmus,
rūmōrēsque senum sevēriōrum
omnēs ūnius aestimēmus assis.
Sōlēs occidere et redīre possunt:
nōbīs cum semel occidit brevis lūx,
nox est perpetua ūna dormienda.

a) Identify the author and comment on Lesbia.

b) What is the theme of the poem?

c) Name the key words which establish this theme.

d) Identify the grammar of:

(1) amēmus (1. 1)

(2) occidere (1. 4)

(3) est dormienda (1. 6)

e) Give a derivative for these words:

(1) vīvāmus (1. 1)

(2) omnēs (1. 3)

(3) nox (1. 6)

f) Identify the meter and explain briefly how it got its name.

II. (Suggested time - 15 minutes)

Dīxit, et, ōs impressa torō, "Moriēmur inultae,
sed moriāmur," ait; "sīc, sīc juvat īre sub umbrās.
Hauriat hunc oculīs ignem crudēlis ab altō
Dardanus, et nostrae sēcum ferat ōmina mortis."
Dīxerat, atque illam media inter tālia ferrō
conlāpsam aspiciunt comitēs, ēnsemque cruōre
spūmantem sparsāsque manūs. It clāmor ad alta
ātria.

a) Translate the passage into good English. (Use the back if necessary.)

b) Give the grammar of the following:

(1) ōs (l. 1)
(2) hauriat (l. 3)
(3) ōmina (l. 4)
(4) ferrō (l. 5)
(5) conlāpsam (l. 6)

c) Name the meter and the two component measures which comprise it.

d) Identify the speaker.

e) Who is Dardanus?

f) Give a derivative for these words:

(1) dīxit (l. 1)
(2) oculīs (l. 3)
(3) ferat (l. 4)

III. (Suggested time - 20 minutes)

Quā re secedant improbi, secernant se ā bonis, unum in locum congregentur, muro denique, quod saepe iam dixi, secernantur ā nobis; desinant insidiari domi suae consuli, circumstare tribunal praetoris urbani, obsidere cum gladiis curiam, malleolos et faces ad inflammandam urbem comparare; sit denique inscriptum in fronte unius cuiusque quid de re publicā sentiat.

a) Translate the passage into good English. (Use the back if necessary.)

b) Give the grammar of the following:

(1) congregentur (1. 2)
(2) domi (1. 3)
(3) gladiis (1. 4)
(4) inflammandam (1. 5)
(5) sentiat (1. 6)

c) Identify the speaker and his opponent.

d) Concerning this same author name:

(1) another political speech
(2) two philosophical treatises

e) Name the figure of speech for:

(1) secedant... secernant... secernantur
(2) consuli circumstare

f) Give a derivative for these words:

(1) secedant (1. 1)
(2) muro (1. 2)
(3) insidiari (1. 3)

IV. (Suggested time - 15 minutes)

Fit sonitus spūmante salō, jamque arva tenēbant,
ārdentīsque oculōs suffectī sanguine et ignī
sībila lambēbant linguīs vibrantibus ōra.
Diffugimus, vīsū exsanguēs. Illī agmine certō
Lāocoönta petunt, et prīmum parva duōrum
corpora nātōrum serpēns amplexus uterque
implicat, et miserōs morsū dēpāscitur artūs;
post ipsum auxiliō subeuntem et tēla ferentem
corripiunt, spīrīsque ligant ingentibus; et jam
bis medium amplexī, bis collō squāmea circum
terga datī superant capite et cervīcibus altīs.

a) Identify the context of this passage.

b) Give three examples of onomatopoeia and briefly describe the effect of each.

c) Scan l. 4 and mark the appropriate caesura. Also, identify the important principle illustrated here for scansion.

d) Name the other figure of speech and give two examples.

e) Give a derivative for these words:

(1) ōra (l. 3)

(2) nātōrum (l. 6)

(3) ligant (l. 9)

V. (Suggested time - 10 minutes)

Ad nōmen Thisbēs oculōs jam morte gravātōs
Pȳramus ērēxit, vīsāque recondidit illā.
Quae postquam vestemque suam cognōvit et ēnse
vīdit ebur vacuum, "Tua tē manus," inquit,
"amorque
perdidit, īnfēlīx! Est et mihi fortis in ūnum
hoc manus; est et amor: dabit hic in vulnera vīrēs.
Persequar exstīnctum lētīque miserrima dīcar
causa comesque tuī.

a) Identify the author and his work.

b) Briefly describe the context.

c) Which play of Shakespeare does this story recall?

d) Identify the meter and scan l. 3 with the appropriate caesura.

e) Give a derivative for these words:
   (1) grāvatōs (l. 1)
   (2) vestem (l. 3)
   (3) amor (l. 7)

VI. (Suggested time - 15 minutes)

Excūdent aliī spīrantia mollius aera
(crēdō equidem), vīvōs dūcent dē marmore vultūs,
ōrābunt causās melius, caelīque meātūs
dēscrībent radiō, et surgentia sīdera dīcent:
tū regere imperiō populōs, Rōmāne, mememtō
(hae tibi erunt artēs), pācisque impōnere mōrem,
parcere subjectīs, et dēbellāre superbōs."

a) Translate the passage into good English. (Use the back if necessary.)

b) Give the grammar of the following:

(1) spīrantia (l. 1)

(2) vultūs (l. 2)

(3) radiō (l. 4)

(4) mementō (l. 5)

(5) subjectīs (l. 7)

c) Identify the speaker and his opponent.

d) Identify Rome's rival and elaborate regarding this important contrast.

e) Scan l. 4 and mark the appropriate caesura.

f) Give a derivative for these words:

(1) melius (l. 3)

(2) regere (l. 5)

(3) pācis (l. 6)

g) Name the figure of speech for:

(1) spīrantia aera (l. 1)

(2) surgentia sīdera (l. 4)

KEY

Level 401/402 Achievement Test (1½ Hours 135 pts.)

Read the following passages and do as directed. You may consult a dictionary.

I. (Suggested time - 15 minutes) (18 points)

Vīvāmus, mea Lesbia, atque amēmus,

rūmōrēsque senum sevēriōrum

omnēs ūnius aestimēmus assis.

Sōlēs occidere et redīre possunt:

nōbīs cum semel occidit brevis lūx,

nox est perpetua ūna dormienda.

a) Identify the author and comment on Lesbia. (3)

Catullus. Lesbia was his beloved to whom he wrote love poetry. She was thought to be Clodia, wife of Metellus.

b) What is the theme of the poem? (3)

Love is the essence of life and its greatest pleasure. So let us love, while we may.

c) Name the key words which establish this theme. (4)

Vīvāmus, amēmus, sōlēs occidere et redīre... nōbīs brevis lūx... nox.

d) Identify the grammar of: (3)

(1) amēmus (l. 1) - hortatory subj.

(2) occidere (l. 4) - complem. infin.

(3) est dormienda (l. 6) - gerundive of necessity

e) Give a derivative for these words: (3)

(1) vīvāmus (l. 1) - vivid

(2) omnēs (l. 3) - omniscence

(3) nox (l. 6) - nocturnal

f) Identify the meter and explain briefly how it got its name. (2)

hendecasyllable - there are eleven syllables per line.

II. (Suggested time - 15 minutes) (28 points)

Dīxit, et, ōs impressa torō, "Moriēmur inultae,
sed moriāmur," ait; "sīc, sīc juvat īre sub umbrās.
Hauriat hunc oculīs ignem crudēlis ab altō
Dardanus, et nostrae sēcum ferat ōmina mortis."
Dīxerat, atque illam media inter tālia ferrō
conlāpsam aspiciunt comitēs, ēnsemque cruōre
spūmantem sparsāsque manūs. It clāmor ad alta
ātria.

a) Translate the passage into good English. (Use the back if necessary.) (15)

She spoke and pressing her face to the couch, said, "I will die unavenged, but let me die, and thus may it be pleasing to depart to the shades below. Let the cruel Trojan behold this fire from the sea with his eyes and bear the omens of my death with him."

She had spoken and while speaking, her attendants saw her fall upon the sword and saw the sword and her hands smeared with blood. Their shouts rang throughout the palace.

b) Give the grammar of the following: (5)

(1) ōs (1. 1) - Acc. of specification

(2) hauriat (1. 3) - volitive subj.

(3) ōmina (1. 4) - DO

(4) ferrō (1. 5) - abl. of place

(5) conlāpsam (1. 6) - participle modifying illam

c) Name the meter and the two metrical feet which comprise it. (3)

dactylic hexameter
spondee
dactyl

d) Identify the speaker. (1) - Dido

e) Who is Dardanus? (1) - Aeneas

f) Give a derivative for these words: (3)

(1) dīxit (1. 1) - diction

(2) oculīs (1. 3) - oculist

(3) ferat (1. 4) - suffer

III. (Suggested time - 20 minutes) (30 points)

Quā re secedant improbi, secernant se ā bonis, unum in locum congregentur, muro denique, quod saepe iam dixi, secernantur ā nobis; desinant insidiari domi suae consuli, circumstare tribunal praetoris urbani, obsidere cum gladiis curiam, malleolos et faces ad inflammandam urbem comparare; sit denique inscriptum in fronte unius cuiusque quid de re publicā sentiat.

a) Translate the passage into good English. (Use the back if necessary.) (15)

Wherefore let the wicked men depart and separate themselves from the good and gather themselves into one place; and finally, as I have often said before, let them be parted from us by a wall. Let them cease planning ambushes for the consul at his house, surrounding the praetor's platform, besieging the curia with swords and preparing to emblazon the city with torches and arrows.

Finally, let it be written on the forehead of each and every one what he feels about the state.

b) Give the grammar of the following: (5)

(1) congregentur (1. 2) - Vol. Subj.

(2) domi (1. 3) - locative

(3) gladiis (1. 4) - abl. of accomp.

(4) inflammandam (1. 5) - ad + gerundive - purpose

(5) sentiat (1. 6) Indirect Quest.

c) Identify the speaker and his opponent. (2)

Cicero and Catiline

d) Concerning this same author name: (3)

(1) another political speech - Verrines

(2) two philosophical treatises - On Friendship, On Old Age

e) Name the figure of speech for: (2)

(1) secedant... secernant... secernantur - Alliteration or anaphora

(2) consuli circumstare - alliteration

f) Give a derivative for these words: (3)

(1) secedant (1. 1) - secede

(2) muro (1. 2) - mural

(3) insidiari (1. 3) - insidious

IV. (Suggested time - 15 minutes) (17 points)

Fit sonitus spūmante salō, jamque arva tenēbant,
ārdentīsque oculōs suffectī sanguine et ignī
sībila lambēbant linguīs vibrantibus ōra.
Diffugimus, vīsū exsanguēs. Illī agmine certō
Lāocoönta petunt, et prīmum parva duōrum
corpora nātōrum serpēns amplexus uterque
implicat, et miserōs morsū dēpāscitur artūs;
post ipsum auxiliō subeuntem et tēla ferentem
corripiunt, spīrīsque ligant ingentibus; et jam
bis medium amplexī, bis collō squāmea circum
terga datī superant capite et cervīcibus altīs.

a) Identify the context of this passage. (3)

Two snakes sent by the gods come to devour Laocoon and his two boys because the priest had outraged the horse by hurling his spear against it.

b) Give three examples of onomatopoeia and briefly describe the effect of each. (6)

lambēbant - notion of licking, sound of m & b's
spūmante - idea of the sea's foam
squāmea - the snake's back filled with scales

c) Scan 1. 4 and mark the appropriate caesura. Also, identify the important principle illustrated here for scansion. (2)

(1) Dīffŭgĭ|mūs, vīs(u)|ēxsān|guēs. ‖ Īll(i)|āgmĭnĕ|cērtō

(2) elision

d) Name the other figure of speech and give two examples. (3)

alliteration - miserōs morsū
- prīmum parva

e) Give a derivative for these words: (3)

(1) ōra (1. 3) - orifice

(2) nātōrum (1. 6) - natal

(3) ligant (1. 9) - alligator

V. (Suggested time - 10 minutes) (11 points)

Ad nōmen Thisbēs oculōs jam morte gravātōs
Pȳramus ērēxit, vīsāque recondidit illā.
Quae postquam vestemque suam cognōvit et ēnse
vīdit ebur vacuum, "Tua tē manus," inquit,
"amorque
perdidit, īnfēlīx! Est et mihi fortis in ūnum
hoc manus; est et amor: dabit hic in vulnera vīrēs.
Persequar exstīnctum lētīque miserrima dīcar
causa comesque tuī.

a) Identify the author and his work. (2)

Ovid, Metamorphoses

b) Briefly describe the context. (3)

Pyramus, thinking Thisbe had been killed by a lion, slew himself in despair. When Thisbe returned safe and sound and saw what Pyramus had done, she readied herself to join him in death.

c) Which play of Shakespeare does this story recall? (1)

Romeo and Juliet

d) Identify the meter and scan 1. 3 with the appropriate caesura. (2)

(1) Dactylic hexameter

(2) Quāe pōst|quām vēs|tēmquĕ sŭ|ām ‖ cōg|nōvĭt ĕt|ēnsĕ

e) Give a derivative for these words: (3)

(1) gravātōs (1. 1) - gravity

(2) vestem (1. 3) - vestment

(3) amor (1. 7) - amatory

VI. (Suggested time - 15 minutes) (31 points)

Excūdent aliī spīrantia mollius aera
(crēdō equidem), vīvōs dūcent dē marmore vultūs,
ōrābunt causās melius, caelīque meātūs
dēscrībent radiō, et surgentia sīdera dīcent:
tū regere imperiō populōs, Rōmāne, mememtō
(hae tibi erunt artēs), pācisque impōnere mōrem,
parcere subjectīs, et dēbellāre superbōs."

a) Translate the passage into good English. (Use the back if necessary.) (15)

Others will better forge the breath and softness of the bronze (so I believe), and bring the marble faces to life; they will more eloquently plead their cases and measure the movements of the sky and the rising stars:
You, Roman, remember to rule the people under law, bring about peace, spare the conquered and war down the proud - these will be your arts.

b) Give the grammar of the following: (5)

(1) spīrantia (1. 1) - participle modifying aera

(2) vultūs (1. 2) - DO

(3) radiō (1. 4) - Abl. of means

(4) mementō (1. 5) - Imperative sg.

(5) subjectīs (1. 7) - dat. after parcere

c) Identify the speaker and his opponent. (2)

Anchises speaks to Aeneas in the underworld and prophesies to him about Rome's future greatness, as ruler of the world.

d) Identify Rome's rival and elaborate regarding this important contrast. (3)

Greeks. They were great sculptors, orators, and mathematicians, but Rome's greatness was to lie in her art for establishing peace and ruling fairly.

e) Scan 1. 4 and mark the appropriate caesura. (1)

dēscrī|bēnt rădĭ(o)|, ēt ‖ sūr|gēntĭă|sīdĕră|dīcēnt:

f) Give a derivative for these words: (3)

(1) melius (1. 3) - ameliorate

(2) regere (1. 5) - regent

(3) pācis (1. 6) - pacify

g) Name the figure of speech for: (2)

(1) spīrantia aera (1. 1) - onomatopoeia

(2) surgentia sīdera (1. 4) - alliteration

EVALUATION

I. Total Points

I. - 18
II. - 28
III. - 30
IV. - 17
V. - 11
VI. - 31
135

II. Scale (Passing 80% or B)

135 - 122 A (90%)
121 - 108 B (80%)
107 - 95 C (70%)
94 - 81 D (60%)
81 - F

VERB TABLES - A

2nd conj. - ēre

1st	2nd	3rd	4th	Mean
augeo	augēre	auxi	(auctum)	increase
doceo	docēre	docui	(doctum)	teach
debeo	debēre	debui	(debitum)	owe, ought
contineo	continēre	continui	(contentum)	hold, contain
habeo	habēre	habui	(habitum)	have, hold
maneo	manēre	mansi	(mansum)	remain
mereo	merēre	merui	(meritum)	deserve, earn
moveo	movēre	movi	(motum)	move
teneo	tenēre	tenui	(tentum)	hold, keep
terreo	terrēre	terrui	(territum)	scare, frighten
valeo	valēre	valui	(valiturus)*	be strong, be well
video	vidēre	vidi	(visum)	see

3rd conj. - ere

accedo	accedere	accessi	(accessum)	draw near, approach
ago	agere	egi	(actum)	do, drive
cedo	cedere	cessi	(cessum)	move, yield
committo	committere	commisi	(commissum)	entrust, commit
defendo	defendere	defendi	(defensum)	defend
duco	ducere	duxi	(ductum)	lead, guide
excedo	excedere	excessi	(excessum)	depart
gero	gerere	gessi	(gestum)	wear, carry on
lego	legere	legi	(lectum)	read, choose
mitto	mittere	misi	(missum)	send
pono	ponere	posui	(positum)	put, place
reduco	reducere	reduxi	(reductum)	lead back, bring back
rego	regere	rexi	(rectum)	rule, guide
scribo	scribere	scripsi	(scriptum)	write
traho	trahere	traxi	(tractum)	draw, drag

3 io - ere

capio	capere	cepi	(captum)	seize, take
accipio	accipere	accepi	(acceptum)	receive, accept
incipio	incipere	incepi	(inceptum)	begin
facio	facere	feci	(factum)	do, make
afficio	afficere	affeci	(affectum)	affect, afflict with
efficio	efficere	effeci	(effectum)	bring about, cause
fugio	fugere	fugi	(fugiturus)*	flee

4th conj. - ire

1st	2nd	3rd	4th	Mean
audio	audire	audivi	(auditum)	hear
munio	munire	munivi	(munitum)	build, fortify
venio	venire	veni	(ventum)	come
convenio	convenire	conveni	(conventum)	come together
invenio	invenire	inveni	(inventum)	come upon, find

odd 1st conj. - are

do	dare	dedi	(datum)	give
sto	stare	steti	(statum)	stand

irregular

sum	esse	fui	(futurus)*	be
possum	posse	potui	--	be able

VERB TABLES - B

3rd conj.

1st	2nd	3rd	4th	Meaning
premo	premere	pressi	pressum	press
ante-cedo	cedere	cessi	cessum	go before
relinquo	relinquere	reliqui	relictum	leave, abandon
traduco	traducere	traduxi	traductum	lead across
cerno	cernere	crevi	cretum	see, discern
ad-duco	ducere	duxi	ductum	lead to, influence
consulo	consulere	consului	consultum	consult
verto	vertere	verti	versum	turn
claudo	claudere	clausi	clausum	close
conficio	conficere	confeci	confectum	complete, exhaust
tendo	tendere	tetendi	tentum	stretch
pello	pellere	pepuli	pulsum	drive, defeat
curro	currere	curri	cursum	run
ex-pello	pellere	pepuli	pulsum	drive out
re-mitto	mittere	misi	missum	send back, relax
intercipio	intercipere	intercepi	interceptum	intercept
tango	tangere	tetegi	tactum	touch
colo	colere	colui	cultum	till, inhabit, worship
frango	frangere	fregi	fractum	break
2nd conj.				
com-moveo	movēre	movi	motum	disturb
pro-video	vidēre	vidi	visum	foresee
respondeo	respondēre	respondi	responsum	answer
timeo	timēre	timui	----	fear
sedeo	sedēre	sedi	sessum	sit
4th				
ex-pedio	pedire	pedivi	peditum	set free
im-pedio	pedire	pedivi	peditum	hinder
Irr				
possum	posse	potui	----	be able (+ comp. infin)
1st				
sto	stare	steti	statum	stand

All other verbs 1st conj. reg.

clamare - to shout, cry out
transportare - to transport, carry across
rogare - to ask
ligare - to bind
confirmare - to encourage, establish
superare - to excel, overcome, conquer

sperare - to hope
spirare - to breathe
expugnare - to capture (take by assult, storm

VERB TABLES - C

3rd conj.

1st	2nd	3rd	4th	Mean
amitto	amittere	amisi	(amissum)	lose, let go
dimitto	dimittere	dimisi	(dimissum)	let go, send away
permitto	permittere	permisi	(permissum)	allow
submitto	submittere	submisi	(submissum)	furnish, let down
intermitto	mittere	misi	(missum)	let go, stop
procedere	procedere	processi	(processum)	go forward, advance
discedo	discedere	discessi	(discessum)	go away, depart
producere	producere	produxi	(productum)	lead out, lead forward
educo	educere	eduxi	(eductum)	lead out
nosco	noscere	novi	(notum)	know, learn
cognosco	cognoscere	cognovi	(cognitum)	learn, recognize
propono	proponere	proposui	(propositum)	put forward, offer
peto	petere	petivi	(petitum)	seek, ask
cogo	cogere	coegi	(coactum)	collect, force
redigo	redigere	redegi	(redactum)	drive back, reduce

Irr

absum	abese	afui	(afuturus)	be away, be absent
adsum	adesse	adfui	(adfuturus)	be near, be present

3rd 10

cupio	cupere	cupivi	(cupitum)	desire
recipio	recipere	recepi	(receptum)	take back, receive
suscipio	suscipere	suscepi	(susceptum)	undertake
interficio	intercipere	intercepi	(interceptum)	intercept

4th

punio	punire	punivi	(punitum)	

2nd conj.

retineo	retinēre	retinui	(retentum)	hold back, keep
sustineo	sustinēre	sustinui	(sustentum)	hold up, endure
obtineo	obtinēre	obtinui	(obtentum)	obtain
removeo	removēre	removi	(remotum)	remove
permoveo	permovēre	permovi	(permotum)	move deeply
remaneo	remanēre	remansi	(remansum)	remain
iubeo	iubēre	iussi	(iussum)	order
moneo	monēre	monui	(monitum)	warn, advise

1st conj.

dubito are, avi, (atum) - hesitate, doubt
do dare, dedi, (datum) - give
conservo are, avi, atum - save
plico are, avi, atum - fold

GAMES

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Games - Fun in a Learning Environment

There are many methods a teacher can employ for review, ranging from a comprehensive coverage of the material with key questions and answers, to simply instructing the students to use this time for their own study. However, playing an informational and enjoyable game, which will involve all the students, provides the teacher with a nice alternative. It is with such an intent that these games are proposed for consideration and further enhancement of Latin study. All games can be accommodated to the students' specific level of experience and expertise.

1. Vinco (Bingo)

   a) Have the students generate a list of forty-fifty items together with their identifications and record both in their notebook. These items should be selected for a prescribed focus of play: vocabulary, derivatives, infinitives, combination of the above, famous characters and figures of Greek mythology or Roman history, etc. This consititutes a good review in itself.

   b) The teacher should make a master copy of these items and number them from 1-50.

   c) Pass out Vinco cards (following) and tell students to select items randomly from their notebooks and place them anywhere on the card, which has twenty-five spaces; thus 50% or more of the review list should be represented.

   d) Cut out pieces of paper and number them from 1-50, mix up, and place in a container.

e) When the students have filled in their cards as directed, start the game by drawing any number from the container, matching the number with its position on the master, and then supplying the students with a proper definition (much like their own, preferably), so as to identify and locate the item. Note, however, that only the definition is given, and the students must associate it with the item and then block it out with the markers provided.

f) Proceed to play "regular," "four-corner," "postage stamp," "picture-frame" or "black-out" Vinco, following the same format for these variations.

g) Give away prizes for the different games, bonus points or candy of some sort with two pieces for the harder games.

2. Medusa

a) Make up matched pairs with a prescribed focus: Latin and English meaning, Latin and derivatives, principal parts of the verb, different inflections for the same noun, nom. (sg) and gen. (sg) of the same noun, etc. The deck should consist of fifty-two cards, or twenty-six matched pairs, with one extra card marked out with the picture of the Medusa.

b) Deal out the deck to the players.

c) Have them draw from each other, noting and compiling the matched pairs in front of them, until the loser is stuck with the Medusa and turns to stone.

3. Cogitatio (Concentration)

This game greatly resembles Medusa, but depends much more on memory.

a) Proceed as directed in Medusa and identify the pool of items for play, but this time all pairs should have a match, and no Medusa is needed.

b) Deal out all the deck - again fifty-two cards is advisable - face down, and have the students (four or five or grouped in teams) turn them over in seach of a matched pair.

c) If successful, they keep the pair and take another turn; if not, they return both cards face down to their place and the play passes to the next player.

d) Whoever accumulates the most cards is the winner.

4. Imitatio (Charades)

This works very well for a vocabulary unit review, though the game can also be employed for key figures (gods, goddesses, heroes) of Greek mythology and Roman history.

a) Divide the class into teams and have the students make a list of vocabulary items for their opponents to charade; they should clue each item with the English meaning on one side and Latin on the other.

b) After the two lists have been prepared, have each team cut up the list with one item only per piece of paper. Then place the selected items in a container, one for each team.

c) Choose captains (legati) and have them appoint team members to draw from the opponent's pool and attempt to charade the indicated word. Proceed accordingly until all the items have been charaded.

d) Award points to each team upon a successful endeavor, playing until one team reaches the numerical score specified and wins the prize.

5. Carnifex (Hangman)

a) Have students play in pairs and signal Latin words to be identified for the opponent by spelling out the mystery item in blanks:

_P_ _U_ _E_ _L_ _L_ _A_.

b) The opponent must correctly identify the word by guessing the Latin letter before time elapses (usually ten wrong responses).

c) For variety, divide the class into teams and have each select a name. Play as above, but allow each team alternate chances to guess the letters of the word, filling in the correct responses. Whoever guesses the word first wins.

6. Fausta (Crazy Eights)

a) Make up a deck of fifty-two cards composed of thirteen infinitives from each of the four conjugations and the four parts of esse.

b) Deal out eight cards to each player and then turn one over. Have the first player match the infinitive indicated with another one of the same conjugation or play one of the esse parts, thus changing to another desired conjugation.

c) Each player proceeds in turn, playing the proper infinitive, changing to another conjugation with one of the esse parts, or drawing from the deck, until he can properly follow suit or picks one of the esse forms.

d) Whoever gets rid of all cards first is the winner.

7. Piscare (Fish)

This is especially helpful for the principal parts of the verb.

a) Create a deck of fifty-two cards using the four principal parts of the verb as the prescribed focus.

b) Deal out seven cards to each player and turn one over.

c)Each player then asks the one to his left for a certain verb which he has in his hand. If successful, he gets the card and another request; if not he must piscare for the desired card, and if he gets it, he goes again, but if not, then play passes to the next player.

d) The players arrange the parts of the verb into decks, and the one with the most cards is the winner.

8. Sus (Pig)

a) Arrange into decks as directed in Piscare, but this time make only as many decks as there are players.

b) Deal out these cards and have the players look at them.

c) Now the captain (legatus) yells pass (tradite) and each player passes one card to player on the left, trying to obtain a deck with four parts of the same verb.

d) Whoever succeeds first in the endeavor puts his finger on his nose or grabs a spoon, and then the rest must follow. The last player to do this merits an S.

e) Play again in similar manner until one player is caught and has accumulated all three letters - SUS - thus becoming the pig. (Obviously, there are varieties of this game regarding the procedure after a player secures the desired deck and the animal chosen for the end result.)

9. Conturbitas (Spill and Spell)

a) Using a Scrabble or Boggle game, shake the letters in a container and toss them on the floor.

b) Allow two-three minutes for each player to spell as many words - vertically and horizontally - as possible, awarding each the sum recorded by the letters.

10. Quis Sum (Who Am I)

This is a nice variant of charades, particularly suited to famous persons of Greek mythology and Roman history.

a) Hand out cards to ten students only, indicating the name of a god, goddess, or main figure of Greek mythology or Roman history.

b) Have the other students question the ten students in turn, until they discover each of their identities.

11. Animalia (Animals)

This game especially lends itself to a comprehensive review of the various inflections for a noun.

a) Form a deck of fifty-two cards using four case-inflections of thirteen different nouns, thus comprising a survey of declensions covered thus far.

b) Have each player choose an animal name and share it with the rest. Then deal out all cards to players face down.

c) Now the captain (legatus) says turn (vertite) and each turns over a card, looking for a match consisting of two inflectional forms from the same noun.

d) Whoever spots the match (more than two players are often involved in the same or another match), must call the player he matches his animal name before the other can retaliate. If successful, he then gives all his cards, which he has previously turned over upon his pile, to the other players.

e) Play proceeds until one player runs out of cards and thus becomes the winner.

12. Mixta

a) Generate a list of 10-20 key Latin words and pass them out to the students, but all scrambled up: elapul - puella.

b) They must unravel them and give the English meaning.

c) For additional interest and enthusiasm, establish a time limit for each "mystery word" to be identified and award points to the first player who succeeds in this endeavor.

13. Litterae

a) Start the game by providing a word from the recent vocabulary review which begins with an "A."

b) Now each student follows suit and gives another word in proper alphabetical sequence, until all students have contributed.

c) For variety, call upon a student to begin the game with a word chosen from any place in the alphabet and then the other students follow in kind.

14. Quaesita et Aenigmata

a) Check with the computer expert in your school and submit lists of vocabulary words for review.

b) The expert should easily be able to create word searches or crossword puzzles for the students to solve in reviewing these words. Also, a great variety of either game can be generated on the computer and adjusted to accommodate a specified focus: infinitives, participles, principal parts of verbs, various noun inflections and cases,new grammar concepts, Greek and Roman authors and works, etc.

15. Dolus (Tic Tac Toe)

a) Compile a list for review: vocabulary, derivatives, morphology, syntax, infinitives, Greek and Roman authors, etc.

b) Divide the class into teams and have them choose names for the team. Ask the first team a question. If the team gets it right, they play an X anywhere and the other team must counter by answering correctly to post the O; if either falters, play passes to other members of the team until the appropriate X or O is scored.

c) The first team to score three of each (X or O) horizontally, vertically, or diagonally wins the game and executes the Dolus.

16. Pilametae (Baseball) (An Excellent Review Technique)

a) Compile questions regarding the important morphological and syntactical concepts covered in the most recent unit reviews. These concepts should comprise a comprehensive review of key vocabulary words and their English derivatives, new grammar constructions and patterns, and content material taken from recent translations. Also, if possible, have students create questions too and combine them with those of the teacher; this should provide a representative pool of pertinent questions for the game.

b) Divide the class into two teams and have them choose a captain - legatus. Flip a coin to see who will be the visitors, and who the home team.

c) Since each team gets to bat until three outs are made, address questions to the team at bat first. A correct response constitutes a single, but a wrong answer results in an out. Play until one side has made three outs, and carry on similarly with the other team.

d) To spice up the game somewhat, allow players to opt for a double, triple, or home run by successfully answering two, three, and even four questions in a row; however, a mistake in the sequence should be scored as a double or triple play, depending on the player's declaration.

e) Play as many innings as time permits and award points to the winning team.

(Adapted from the World History Guidebook on "Classical Civilization," Appendix B, p.41.)

17. Pilapedis (Football) (An Excellent Review Technique)

a) Proceed as directed in "Baseball" (16a and b) to generate questions for a comprehensive review, and select teams and captain - legatus - for each. Again flip a coin to determine who receives the ball first.

b) Now, since each team is allowed four downs in which to obtain a first down, begin the game by asking the receivers questions. Each correct reponse advances the ball ten yards, and the team with the ball continues until it scores a touchdown or loses the ball through four incorrect replies. Also, after scoring the touchdown, the team captain can only "kick the extra point" by correctly answering two questions; if he misses one, the point is forfeited.

c) To spice up the game somewhat, allow the teams to go for more than ten yards by passing for the desired yardage: twenty, thirty, forty, etc., yards by answering two, three, four, etc., questions correctly in a row, with a miss anywhere in the sequence consitituting an interception and possession of the ball by the other team at that spot. Also, using the same procedure, introduce a field goal, but only from the forty-yard line or closer of the opposite team, with any miss in the four questions (for a forty-yarder) addressed, scored as a missed attempt.

d) Play as long as time permits and award points or candy to the victors. (Adapted from the World History Guidebook on "Classical Civilization," Appendix B, p.41)

18. Pilacanistri (Basketball) (An Excellent Review Technique)

a) Proceed as directed in "Baseball" (16a and b) to gather questions for a comprehensive review, select teams and a captain - legatus - and flip a coin to determine who gets the ball first.

b) Now, since each team has the ball until it scores, misses, or has the ball stolen, address questions to the team which has the ball. Each correct response scores a basket and the team continues until it makes two wrong answers, thus turning the ball over to the other side, who then proceeds accordingly.

c) To spice up the game somewhat, institute the three-point play where a player who answers three consecutive questions correctly scores a three-pointer on his last attempt; however, a miss at any time in this sequence forfeits the ball. Also, after scoring a basket, allow the team a chance for a free throw by having a chosen player correctly answer two successive questions correctly; again, however, a miss automatically gives the ball to the other side.

d) Play as long as time permits and award points or candy to the winners.

(Adapted from the World History Guidebook on "Classical Civilization," Appendix B, p.41)

V	I	N	C	O
		LIBER		

ACTIVITIES

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1. The Best Form of Government

Source: Ancient Greece and Rome pp 34-35.

Certainly one of the most interesting and provocative debates for us today is that of the ancient historian, Herodotus, regarding the best form of government--monarchy, oligarchy, democracy Each is represented by an advocate. who defines and argues the superiority of his government over the others.

The re-enactment of this debate should prove very illuminating for the entire class and provide an opportunity for vigorous and profitable interaction as well as political stimulus. The following format is suggested for best results in a time frame of about a week.

1. Divide the class into three groups (6-8) and have each choose a form of government for study and presentation. If students can't find a group, or if too many want the same one, the teacher will have to insure equal distribution.

2. Have the groups read the arguments advanced for their government by its advocate and then brainstorm, trying to determine the proper definition and advantages of their cause over the other two.

3. Instruct the groups to research ancient and modern history for government models which either support their position or refute the other two. Possibly, they could enlist the help of the other history teachers so as to reap the benefits of a total historical survey, although this would lengthen the time necessary for the assignment.

4. After the groups have defined their governmental stance and armed themselves with ancient and modern models both pro and con, allow each a 15 minute initial presentation session, during which the other two groups can take notes, but not interrupt.

5. After the opening arguments, allow time for vehement interaction and counter-debate among the groups, as they take turns refuting the salient pros and cons of each other.

6. Perhaps the following could be considered for further enhancement:

   a.) Collaborate in this endeavor with the forensics coach concerning time and proper format for debate of subject matter.

   b.) Have each group draft questions about their position and form a questionnaire which affords the entire spectrum of response: strongly agree, agree, neutral, disagree, strongly disagree. Then administer the form to a random selection of parents, faculty and students. After tabulating the results, ask each group to examine and somehow incorporate them in the debate. This questionnaire would make the activity more complex and hence necessitate the involvement of more teachers to assist the students.

   c.) If class size permits, form another group of students to confer with teachers and compose a list of essential questions to be debated by the other groups in a format similar to a panel discussion.

   d.) Have the media specialist video-tape part or all of the debate.

2. Civic Center and the Capitol

Some of the earliest and most historical buidlings of Denver very much reflect the style of Greek architecture. Indeed a field trip for the entire class or a small group would prove worthwhile, if all the arrangements could be made.

Steps to follow:

1.) Before the trip review the three basic styles of Greek architecture--Doric, Ionic, and Corinthian--with illustrative examples of each. Perhaps, a short slide presentation would be nice.

2.) After highlighting the fundamental characteristics, divide the class into groups and assign each group one of the following for careful study: Civic Center itself; the surrounding buildings and the park layout nearby; or the Capitol. If this activity is to be done in small groups, don't divide the groups into fewer than 4 each or keep the entire group together and have them make all three observations and report back to the whole class.

3.) At Civic Center:

- a.) Note down the basic structure and a short blueprint to present to the entire class.
- b.) Observe and record the essential contrasts between the "Denver" style and structure and that of any corresponding "Greek" temple or building. Note especially the implementation of the pediment here.

4.) At the park and surrounding buildings:

   a.) Name the buildings which exhibit Greek design and comment on this significance.

   b.) Study the outline of the park and write down separately all the Greek features (note especially the rather opportune theatre area) and the lone Roman representative. What is missing in these styles?

   c.) Make an outline of the park for class presentation.

5.) At the Capitol:

   a.) Comment on the make-shift stylobate and its Greek counterpart.

   b.) Identify the Greek style of architecture and contrast with the Parthenon.

   c.) Observe the pediment and discern the motif used here and speculate concerning this particular choice and what it reveals about the city. Again compare and contrast Denver's pediment with the Parthenon in Athens, regarding motif, significance, number of figures employed in the work, and the one egregious omission.

6.) For futher enhancement:

   a.) Maybe have all the groups observe the three areas and compare and contrast in a class discussion.

   b.) Have each group photograph their area to show the other group.

   c.) Secure a guided tour of the whole Civic Center and Capitol Area to learn more about the rich history of early Denver.

   d.) Compare and contrast the Capitol in Washington, D.C. with that of Denver and the Parthenon in Athens. (see Greek and Roman Civilization, p.5).

3. Famous Roman Characters

In order to provide students with insights into what made Rome so great, select stories about some famous heroes from Livy's early history of Rome: Horatius Cocles, Mucius Scaevola, Cincinnatus, Manlius, and Coriolanus.

Then proceed as follows:

a) As the stories are read, direct the students to write down the noble qualities which they feel were exhibited by each of the heroes.

b) Now recall each hero and have the students share their list of distinct qualities. These should include the following prominent characteristics: loyalty and patriotism, leadership, daring and fortitude, obedience, and ability to respond in emergency situations.

Though indeed much of Livy's history is subject to exaggeration and uncertainty, this exercise should afford students a glimpse of the Roman character, which exerted itself triumphantly against such adversaries as the Etruscans, Gauls, Volsci, Aequi, and other fierce early peoples of Italy.

Two helpful sources for this exercise are:

(1) Livy. Livy: A History of Rome - Selections, trans. and with introd. by Moses Hades. New York, 1962.

(2) Livy. Livy: The Early History of Rome, trans. by Aubrey De Selincourt with introd. by R. Ogilvie. New York, 1960.

4. Film Activity Athens: The Golden Age

Steps to follow:

1. Before the film, instruct the class to observe and note down the three main areas of excellence for later discussion.

2. Now examine these areas individually with questions.

   A. Art

   1. Name two different kinds of art: vase painting and sculpture.
   2. Compare and contrast Archaic and Classical sculpture.
   3. Relate the scenes on the vase and comment on their importance for our knowledge of the daily life of the Greeks.
   4. Discuss the goddess Athena and her significance for the Greek artist.
   5. Speculate concerning the appearance of Greek myths on the vases and identify some of the most famous. (Heracles and Odysseus here.)

   B. Theatre

   1. What two types of drama began in the Theatre of Dionysus? (comedy and tragedy.)
   2. Where is the Greek theatre in evidence today?
   3. Name modern T.V. shows which exhibit the spirit of Greek drama and give examples where possible.

C. Democracy

1. What does this name mean and to whom did it apply?
2. Compare and contrast democracy in American today with that of ancient Athens.
3. Define representative vs. direct democracy.
4. Debate whether Athens had the most civilized form of government which has ever existed. Cite ancient and modern parallels where applicable.

3.) For futher enhancement:

A. Make a collage reflecting the richness of any of the three areas and include some modern counterparts where possible.

B. Compare and contrast with Athens: The Golden Age.

C. Have a guest speaker lecture on the operation of democracy in Athens.

D. Have a special oral report on the theater of Epidauros, its construction and the drama which takes place there yearly.

E. Have students construct a model or diorama depicting the beauty of the Pan-Athenaea festival.

5. The Glory of Athens

Source: Thucydides: The Pelponnesian War Trans. by Rex Warner

In 430 B.C. at the height of her power, Pericles, in his renowned "Funeral Speech," bestowed the greatest praise upon his city, Athens, when he proclaimed her an "education for all of Greece." Supreme on the sea, Athens had become a major power in Greece, equalled only by Sparta. In this bold and highly nationalistic speech about the greatness of his city, Pericles details for us why Athens had risen to such a pinnacle of glory and pre-eminence. He pictures for us an Athens which offers her citizens not only all the necessities of daily life, but also instills within them such a love for their city, that they are willing to sacrifice their lives in her behalf. Such devotion and profound patriotism should deeply touch us all today, when the honor, which used to be so inherent in dying for one's country, seems rather questionable.

We can best capture the spirit of this beautiful and powerful speech, as well as the total atmosphere in which it was delivered, by dividing the class into groups and focusing on it from the following perspectives:

1. Choose one group to study and recapture by dramatic reading the highlights of the speech and have these segments video-taped: the definition of democracy and delineation concerning its operation; the comparison with Sparta, especially the unique ways in which each city-state insures military security for its citizens; how the very moment in which the Athenians died so bravely and partiotically for their city completely erased any previous private harm they had done; and finally, the assertion that one should look daily on the greatness of his city and fall in love with it.

2. Select another group to present a visual report through collage of the building project launched by Pericles: the Propylaea, Odeum, and Parthenon. Though Pericles never mentions these constructions, they were very visible to his audience and further attested to Athens' greatness and magnificence.

3. Have another group present a report, possibly through models or a diorama, of the Panathenaea, the festival held every four years in honor of the guardian of the city, the goddess Athena. This festival also exemplified in the splendor of its many accompanying contests the might, wealth, and pride of Athens.

4. Instruct the final group to study both Pericles' speech and Lincoln's "Gettysburg Address," and compare and contrast in the following manner:

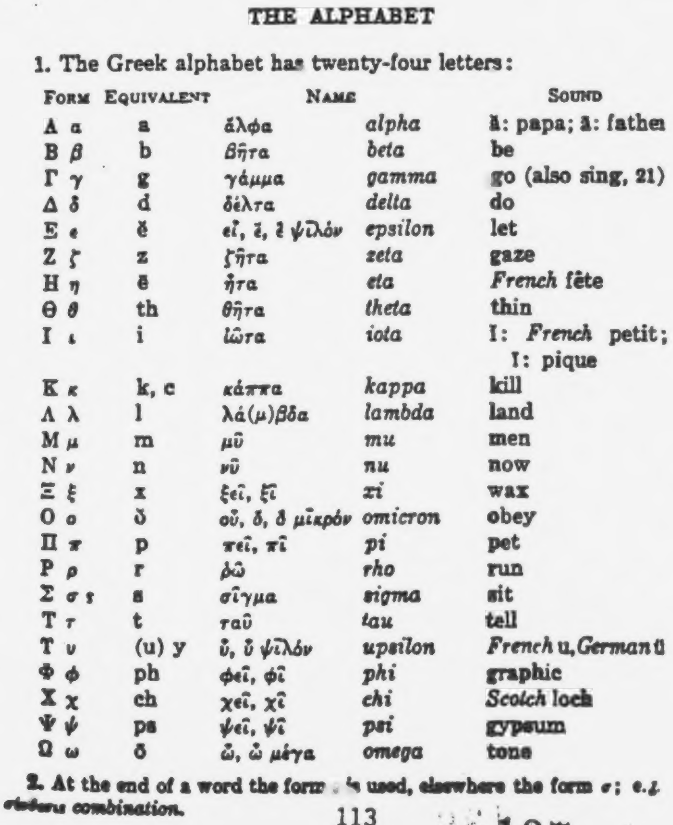
a.) occasion of each.
b.) purpose of each.
c.) description of those who died for their country.
d.) overall feeling of nationalism and how this is achieved.
e.) other pertinent and essential differences.

6. The Greek Alphabet

Today we use an alphabet system based on twenty-six letters. Did you ever wonder where such a combination of vowels and consonants originated? Basically, this alphabet is Greek with some vowel changes introduced by the Etruscans, who passed it on to the Romans, and they in turn passed it on to us.

Learning the Greek alphabet and studying words which come to us from Greek can be lots of fun. Both the letters and actual Greek derivatives are often encountered in modern mathematics, science, and other disciplines. So let's get going and learn the alphabet, along with clues for detecting Greek derivatives in English.

In presenting the Greek alphabet both the capitals and smaller letters are given together with their names and suggested pronunciation. Next, there follows a scheme designed to promote a quicker and more enjoyable assimilation of this material.



THE ALPHABET

1. The Greek alphabet has twenty-four letters:

FORM	EQUIVALENT	NAME		SOUND
Α α	a	ἄλφα	*alpha*	ă: papa; ā: fathe
Β β	b	βῆτα	*beta*	be
Γ γ	g	γάμμα	*gamma*	go (also sing, 21)
Δ δ	d	δέλτα	*delta*	do
Ε ε	ĕ	εἶ, ἒ, ἒ ψιλόν	*epsilon*	let
Ζ ζ	z	ζῆτα	*zeta*	gaze
Η η	ē	ἦτα	*eta*	*French* fête
Θ θ	th	θῆτα	*theta*	thin
Ι ι	i	ἰῶτα	*iota*	ĭ: *French* petit; ī: pique
Κ κ	k, c	κάππα	*kappa*	kill
Λ λ	l	λά(μ)βδα	*lambda*	land
Μ μ	m	μῦ	*mu*	men
Ν ν	n	νῦ	*nu*	now
Ξ ξ	x	ξεῖ, ξῖ	*xi*	wax
Ο ο	ŏ	οὖ, ὃ, ὃ μῖκρόν	*omicron*	obey
Π π	p	πεῖ, πῖ	*pi*	pet
Ρ ρ	r	ῥῶ	*rho*	run
Σ σ ς	s	σῖγμα	*sigma*	sit
Τ τ	t	ταῦ	*tau*	tell
Υ υ	(u) y	ὖ, ὖ ψῖλόν	*upsilon*	*French* u, *German* ü
Φ φ	ph	φεῖ, φῖ	*phi*	graphic
Χ χ	ch	χεῖ, χῖ	*chi*	*Scotch* loch
Ψ ψ	ps	ψεῖ, ψῖ	*psi*	gypsum
Ω ω	ō	ὦ, ὦ μέγα	*omega*	tone

2. At the end of a word the form [illegible] is used, elsewhere the form σ; e.g. *[illegible]* combination.

B. Learning the Alphabet

The strokes are not that hard and can be mastered quickly by the teacher. However, definite drills will make the pronunciation much easier for the students to learn.

1.) Teach all the letters one by one.

2.) Isolate them in the groups of five letters marked out above, and drill one by one focusing on the group.

3.) Now drill the first three in each group quickly and in staccato fashion: alpha, beta, gamma, zeta, eta, theta, lambda, mu, nu, etc. The rhythm will suggest itself, and you can almost dance to the zeta, eta, theta, trio!

4.) Pick up the other two letters of the group and drill in the same way.

5.) Last, drill all over again each letter in succession. The short, fast drill, especially in trios, can be delightful and really get the class involved.

C. Clues for detecting English words which come from Greek (derivatives)

1.) The ending logy means science or study of.

Form English words using this ending from the following and define these words. When in doubt, use the dictionary to check the definition.

	Greek Word	New Word	Meaning
a.)	bios=life	biology	science of life
b.)	cosmos=order		
c.)	anthropos=man		
d.)	mythos=story		
e.)	psyche=mind		
f.)	ornithos=bird		
g.)	astra=star		
h.)	theos=god		
i.)	geo=earth		
j.)	chronos=time		
k.)	others-		

2.) The ending, graphy, means sketch or outline of. Form English words using this ending from the following and define these words. When in doubt, check the word in the dictionary.

	Greek Word	New Word	Meaning
a.)	telos=far away, end		
b.)	autos=self		
c.)	kalos=beautiful		
d.)	photos=light		
e.)	porna=harlot		
f.)	bios=life		
g.)	demos=people		
h.)	biblion=book		

	Greek Word	New Word	Meaning
i.)	phonos=sound		
j.)	geo=earth		
k.)	others-		

3.) The endings cracy and archy mean rule of. Form English words using these endings and give their definitions, and when in doubt, use the dictionary to check the word.

	Greek Word	New Word	Meaning
a.)	demos=people		
b.)	aristos=best		
c.)	mono=one		
d.)	theos=god		
e.)	matros=mother		
f.)	others-		

4.) Use the dictionary and define these words using the new endings with their components.

	Derivative	Component	Meaning
a.)	ecology		
b.)	oceanography		
c.)	thalassocracy		
d.)	radiology		
e.)	autobiography		
f.)	morphology		

Derivative	Component	Meaning
g.) cinematography		
h.) physiology		
i.) archaeology		
j.) polygraphy		
k.) phrenology		
l.) plutocracy		
m.) tympanography		
n.) seismography		
o.) ophthalmology		
p.) autocracy		
q.) ecclesiology		
r.) oligarchy		
s.) cardiography		
t.) eschatology		

D. Names from Greek and their Meaning

1. Agatha (the good)
2. Alexandria (the helper of mankind)
3. Alysia (captivating or binding)
4. Angela (the angelic or announcer)
5. Barbara (the stranger)
6. Bernice (bringer of victory)
7. Catherine (pure)
8. Christina (annointed)
9. Crystal (brilliantly pure)
10. Cynthia (the moon)
11. Dolly (divine gift)
12. Dorothy (divine gift)
13. Helen (light)
14. Hilary (cheerful and merry)

Names from Greek and their Meaning cont'd

15. Irene (peace)
16. Kathryn (pure)
17. Lois (unknown)
18. Margaret (a pearl)
19. Melissa (the honey bee)
20. Rita (a pearl)
21. Sandra (helper)
22. Sophia (wisdom)
23. Stephanie (a crown or garland)
24. Teresa (harvester)
25. Vanessa (butterfly)

As you can see, all of the above names are for girls. Can you find their masculine counterpart?

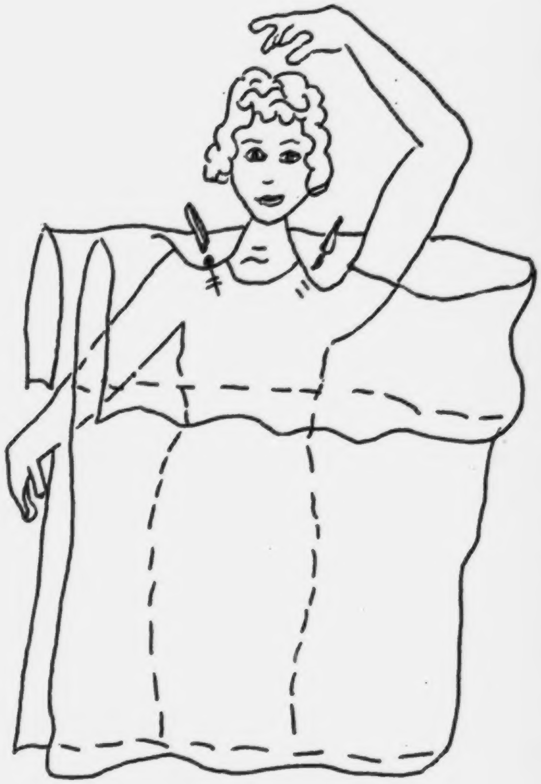
7. Greek Dress for Females

What did the Greek women wear? Here's an opportunity not only to study the dress but to actually make it. Since the boys may be a bit reluctant, perhaps it would be best to pair students male and female, so as to enlist all in the activity.

Steps to follow:

1. For the Dorian Chiton

An oblong sheet is used, measuring rather more than the height of the wearer, about twice the span of her arms. This sheet is first folded along its upper edge, so that its height is only from the feet to the neck, the overlap reaching to the waist. It is next doubled down the middle in the other direction, with the overlap outside. Then the wearer stands inside the cloth, and, having the open ends on her right, pins the two sides together above each shoulder. This may be sewn or pinned on the side and a string or belt may be tied around the waist.



2. For the Ionic Chiton

(Did not have the turned down piece)

The width was about 4 feet, 6 inches and the length twice the span of the arms, i.e., 11 feet. The material was folded and sewn with holes for the head and arms. Ornaments adorned the shoulders and a girdle about the waist allowed it to blouse.

3. Compare and contrast the two different styles with each other and also with modern fashions in vogue for female attire. What do we have today which most approximates the two Greek designs?

4. Have a student prepare an oral report on male dress and present it to the class with possible illustrations. This would form a nice complement to the activity and could proceed or follow it, depending on the intent of the teacher.

8. Homeric Arete

To the heroes of Homer's epics undoubtedly no quality was greater esteemed than that of arete, or all attributes by which one excels. The most renowned area of arete was to be a warrior par-excellence. Over and over again Homer extols his chief heroes for their prowess in battle, magnificently portraying their conquests over the foe.

At first sight, perhaps, the world of the Homeric hero seems totally unrelated to us. However, we too admire moments of greatness and highly applaud the achievement of excellence in many sports figures and other celebrities. Also, we ourselves have our own special areas of excellence, in which we shine forth with our arete, just as splendidly as the Homeric hero.

In order to explore the importance of arete for our society and for us personally, the following activity is suggested.

Steps to follow:

1. Fill in the following sports with an outstanding representative of arete:

    a) skiing
    b) basketball
    c) hockey
    d) gymnastics
    e) tennis
    f) polo
    g) volleyball
    h) boxing
    i) football
    j) running
    k) baseball
    l) swimming

2. What about a celebrity for these areas in which the attainment of excellence can be found?

   a) piano
   b) ballet
   c) skating
   d) singing
   e) horseback-riding

3. The actual drama of the action, or vivid portrayal of arete is called aristea. Choose a sports figure from #1 and make a collage to exhibit this aristeia.

4. Now have the students write down their own areas of excellence, whether athletic or otherwise. These areas should be those in which they are at their best.

   After they have noted down these areas, instruct them accordingly:

   a) Make a collage showing the area and the student displaying the arete

   b) Write a brief composition in which the student vividly captures the aristeia of his own special area of excellence.

9. Pre-Homeric Greece

Source: Minoan and Mycenaean Art has a rich survey of both civilizations.

To the Greeks of Pericles' day the memory of their ancestors from Pre-Homeric times was very hazy and shrouded in uncertainty. There was a strong identification with the ancient hero, Theseus, who had unified the Attica of which Athens was the capital. But this was the same Theseus who had slain the Minotaur and ushered in a sweep of invasions which had led to the fall of Crete a millenium earlier. The Greek of Pericles' time had little if any idea about the magnificence of this once powerful Cretan empire and its successor, the Mycenaean empire in Greece. In the Iliad, Mycenae is described as the most powerful land in Greece, but the later Greeks knew little about this power and nearly nothing of its immense wealth.

Unfortunately, the picture remained this way until the 1850's and the dawn of classical archaeology. Now you can participate in this activity and relive the experience of discovering these mysterious civilizations which flourished before Homer. Check with the University of Colorado Classics Department to obtain an assortment of slides on early Greece and Rome. Challenge your students to identify, infer, speculate, conjecture, and propose various meanings and functions for each slide, and, futhermore, to assemble the slides into two distinct groups, based on significant similarities. Also, the students should ascertain what archaeology can tell us about the history and culture of these people, and that mythology often exaggerates or changes the importance of events. Finally, the student should conclude how rich indeed were the finds of Schliemann and Evans and how they have given us more secure grounds on which to establish this early history.

The slides have been arbitrarily selected to display the nature of these earlier people and each has a few suggested details for the students to observe. The teacher can magnify or adjust to suit his purpose, and the students undoubtedly will contribute much with their responses; also, the teacher can vary the order.

1. the bull-leaping events
   a) How can a man jump over a bull and where else is such a sport practiced with a man and bull?
   b) What about the posture of the leapers and what this suggests regarding the performance?
   c) Why would a people have such an event?
2. A Mycenaean dagger-blade
   a) What is this object?
   b) Identify the event on the dagger - a lion hunt.
   c) What does the weapon imply concerning the people who might use it?
3. The minotaurs
   a) Note the line of dancers and describe their dress: 1/2 man, 1/2 bull.
   b) Why do ancient peoples wear masks in their ritual and what might be the purpose here?
   c) Why are they dancing?
4. Mask of Agamemnon or a chief warrior
   a) What color is the mask and what can be inferred about these people?
   b) What could be the significance of the mask here and what other people used masks in a similar fashion?

   c) What does the impression of the mask suggest about the station and function of the man?

5. Snake goddess
   a) What kind of a figure do we have here? Why the protuberant breasts?
   b) Identify the animals in her hands and on her head and again speculate as to their purpose.
   c) React to the lady's dress and what it intimates about her importance.
   d) What religious prominence might be associated with this figure?
6. Lion Gate at Mycenae
   a) Note the supporting structure of the triangle, the lentil. How much does it weigh? About 20 tons!
   b) What animals appear in the triangle and what idea does their posture confer?
   c) Note the size of the bricks and conjecture concerning their construction, bearing in mind their high size.
   d) Comment on the arrangment of the lions inside the triangle.
7. Octopus
   a) Does the animal seem alive and how is this so vividly portrayed?
   b) What does such a motif imply about its people?
   c) Can this motif be related to any of the previous? If so, what do they have in common?
8. Vase painting of Trojan Horse
   a) Identify the motif.

   - b) Review the myth and again hypothesize as to the nature of the people it would concern.
   - c) Comment on the movement of the motif.
   - d) Same as for 7c.

9. Vapheio Cup
   - a) Identify the motif and speculate as to what is going on here.
   - b) Relate this to another slide regarding the intensity or vividness of the action.
   - c) How could this slide be found in Greece when it bears so little resemblance to the others?

10. The Sea-Griffins in the Throne Room
    - a) Identify the motif.
    - b) Relate this to another slide regarding the posture of the animals.
    - c) Contrast with the octopus and examine the possibility of the same people painting both.

After the slide show has been presented, have the students group the slides together which share or belong to similar themes. They should clearly see two different groups: those that love nature, worship the bull, and pay homage to a lady of creation; and those which are far more warlike and devoted to power, which evince a somewhat symmetrical and less imaginative nature in their motifs.

For Schliemann, the latter group confirmed the existence and might of the people of Mycenae, which had been only alluded to in Homer's Iliad, while the former supported for Evans a wealthy and powerful people who created the myth of the Minotaur.

10. Oral Report

Often many written reports, unless specifically prescribed as for a research paper, are copied verbatim from books with very little if any learning the net result. In addition to the eye fatigue for the teacher who has to read them, this style of report is generally very dull and tedious instead of vigorous and exciting; also, often students never really get to show the teacher how well they know the material.

In order to facilitate the learning and make it far more significant and relevant, not only to the one student doing the report, but also to the whole class, the format of an oral report deserves further consideration. In an oral report students are challenged as in the written counterpart: they have to master or at least concern themselves with a definite subject matter; thus, they must show knowledge of facts. However, it is not sufficient to merely regurgitate or plagiarize what they have read in a book, for now the second challenge is to take the material and really make it come alive. This second step takes the students deeper into the learning and through their own internalization of the facts, they can stimulate and enrich the entire class.

So much for general remarks. What about the specifics and how could this oral report be developed and how would it fit into the class? The following steps should be followed:

1. Have the students select a certain subject which has its own body of facts. For example, in Roman history they might choose one of the following: government, military, religion, dress for either men or women, meals, building styles, writer of drama, history, or philosophy, or different types of entertainment.

2. Have them research the facts. Thus if students select a writer or form of entertainment - chariot races - they will first need to provide the class with the basic facts: for the author, the themes of his works, time and environment in which he wrote, and a short chronology of his life coupled with key influences; for chariot races, a description of the facility, procedure and rules by which the event was conducted, various categories of riders, and crowd approval and disapproval.

3. Now require them to enliven the material in some way. In the above example, for the first choice, students could read parts from key speeches, treatises, or poetical works, striving to capture the spirit of the original with its effect upon the Romans. For the latter they could make a model of the Circus Maximus, describing its various areas, or possibly recreate the race by giving a miniature representation of the event with an appropriate, lively broadcast of its action. Indeed this twofold focus can apply to any topic and it enables the learning to extend beyond the individual and hopefully enlighten the class in an interesting and profitable manner. Thus, if a teacher opts for this style of report, he can easily assign it a certain number of points and incorporate it in the grade. Also, students can and should be encouraged to work in pairs, as this allows more material to be covered and more meaningfully assimilated. A suggested time frame for the presentation would be: one student, 5-10 minutes; 2 students, 10-15 minutes; three students, 15-25 minutes. Moreover, about ten days after the report has been assigned, it would prove beneficial to have the students turn in a brief outline of their intent and the means by which they will enliven their material.

Finally, since the students are afforded considerable latitude in their selection of a topic, the teacher should prepare a broad bibliography to accommodate these many interests. Hence, there follows a suggested bibliography to assist the students with whatever topic they might choose. Also, because a similar procedure could be employed for reports on Greek history, topics and recommended bibliography are also included in this regard.

I. SUGGESTIONS FOR REPORTS FOR ROMAN HISTORY

A. Political Scene

1. Government in Rome
    a. Magistrates - duties and importance in the administration.
        (1) Consul
        (2) Praetor
        (3) Censor
        (4) Quaestor
        (5) Aedile
        (6) Pontifex Maximums
    b. The Senate - composition, term of office and overall effect on the state's process.
    c. Equestrians - who they were and what their importance was in the government process.
    d. Freedman - same as equestrians - origin and function in the government.

    In (a) and (b) good comparisons can be made with modern times, our officials, and government administrators. Wherever possible these comparisons should be drawn and amplified.
2. Government elsewhere in Italy and a comparison with Rome on any of the above a - d.
3. Law courts - procedures, crimes, and penalties.

B. Daily Life in Rome - Social and Economic Scene

1. House and its furniture - various rooms and uses.
2. Food and meals.
3. Clothes for men and women.
4. Slaves and their duties - male and female
5. Patron-client relationship and their duties to each other.
6. Marriage and the position of women. The Roman matron and her life.
7. Children and their education at different levels.
8. Sources of income - means of making a living.

    a. Sowers
    b. Artisans
    c. Carriers
    d. Engineers
    e. Traders
    f. Bankers

9. Family and rule of father. Structure of family.

10. Amusements
    a. Sports and various games.
    b. Dramatic performance at the theater.
    c. Circus and chariot races.
    d. Gamblers and bookies at the games.
    e. Gladiators
        (1) Schools and training
        (2) Weapons and armor.
    f. Baths for men and women.

11. Days and hours of Roman calendar.

12. Coinage - different types and uses.

C. Religious Scene

1. Basic tenets of traditional religion - the custom or way of the ancestors (mos maiorum)
2. The upper classes and Stocism - its main principles.
3. Eastern religion - belief and rites of Isis.
4. Christianity and its influence - Jesus and the eight beatitudes. Any two of the above can be discussed and compared.
5. St. Augustine and his City of God - Christ's kingdom upon earth

D. Building Construction and Uses - How and Why

1. Colosseum
2. Amphitheaters
3. Circuses

4. Insulae - apartment buildings of Rome.

5. Theaters and their side passages.

6. Baths - different levels or arrangements.

7. Rooms in a Roman house of upper class.

E. Problems With the Etruscans

1. Origin - theories

2. Religion and belief in after life.

3. Literature and art.

4. Cities and towns - construction.

5. Any aspect touched on or developed in Waltari's fictional novel, *The Etruscan*.

6. Early scholars and their views and theories on any of the above puzzles concerning the Etruscans - especially 1 and 3.

F. Roman Roads - Construction and Purposes

1. Appian

2. Auralian

3. Campana

4. Flaminian

5. Latins

6. Traina

Any aqueducts, bridges, arches, baths, walls, or other construction discussed in Von Hagen's book, *Roman Roads*.

G. Famous People of Roman History - Lives and Importance

1. Scipio Africanus - outstanding Roman general.

2. Gracchi brothers - reformers and champions of the poor.

3. Marius - general and organizer of a standing army. His effect and fatal sign for Rome.

4. Cleopatra - Egyptian queen, great contriver.

5. Mark Anthony - successor of Julius Caesar - his campaigns and final defeat.

6. Octavian - First emperor of Rome. Military victories, reforms and accomplishments during peace.

7. Nero - emperor of Rome - cruel, sadistic, corrupt.

8. Trajan - the good emperor - his generosity.

9. Marcus Aurelius - the philosopher-king.

10. Epictetus - the slave and his philosophy.

11. Cato the Elder - his stern advocacy of the old tradition,"The Ways of the Ancestors," for moral fiber for the Roman.

12. Constantine - the Christian emperor.

H. The Military and Famous Battles

I. The Military

a. Camp routine
b. Standing camp and fortifications.
c. Nightly camp - site and plan. Construction and lay-out.

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709.37	Glubok	The Art of the Etruscans
709.37	Heintze	Roman Art
700.37	Ruskin	Greek and Roman Art
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709.37	Wheeler	Roman Art and Architecture
737.4	Wear	Ancient Coins; How to Collect for Fun and Profit
800 V.18 C.2	Britannica Great Books	Augustine
800 V.12 C.1	Britannica	Lucretius, Epictetus and Marcus Aurelius
800 V.15 C.2	Britannica	Tacitus
800 V.9	Harvard Classics	Letters of Marcus Tullius Cicero and Letters of Gaius Plinius
800 V.2	Harvard Classics	Plato, Epictetus and Marcus Aurelius
870	Rose	A Handbook of Latin Literature
870.8	Davenport	Roman Reader
870.9	Duff	A Literary History of Rome
870.9 C.2	Hamilton	The Roman Way
870.9 C.3	Hamilton	The Roman Way
870.9 V.1	Lockwood	A Survey of Classical Roman Literature
870.9 V.2	Lockwood	A Survey of Classical Roman Literature
876	Cicero	Letters Harvard Classics
876	Harvard Classics	Letters and Treatises of Cicero and Pliny
880	Abbot	Roman Politics
880	Allen	Stage Antiquities of the Greeks and Romans and Their Influence
880	Dobson	Ancient Education and Its Meaning
880	Fairclough	Love of Nature Among the Greeks and Romans
880	Hadzsits	Lucretius and His Influence
880	Lanciani	Ancient and Modern Rome
880	McDaniel	Roman Private Life and Its Survivals
880	Nixon	Martial and the Modern Epigram
880	Norwood	Plautus and Terence
880	Rand	Ovid and His Influence
880	Sheppard	Aeschylus and Sopocles, Their Work and Influence
880	Showerman	Horace and His Influence
913.37	Strong	The Early Etruscans
913.375	Wellard	The Search for the Etruscans
930	Durant	Caesar and Christ
930 C.1	Foster	Augustus Caesar's World
930 C.2	Foster	Augustus Caesar's World
937	Africa	Rome of the Caesars
937	Brooks	When the World Was Rome, 750 B.C. to 476 A.D.
937	Carcopino	Daily Life in Ancient Rome
937	Chruch	Roman Life in the Days of Cicero
937 C.2	Cowell	Everyday Life in Ancient Rome

937	Davis	A Day in Old Rome
937	Grimal	Rome of the Caesars
937	Grose-Hodge	Roman Panorama
937	Hadas	Imperial Rome
937 C.3	Johnson	Private Life of the Romans
937 C.1	Showerman	Rome and the Romans
937.02	McDonald	Republican Rome
937.06	Cottrell	Hannibal Enemy of Rome
871	Lucretius	On the Nature of Things
871	Ovid	Ovid's Metamorphoses
880	Allison	Lucian, Satirist and Artist
880	Haight	Apuleius and His Influence
880	Harrington	Catullus and His Influence
880	McCartney	Warfare by Land and Sea
880	McKail	Virgil and His Meaning to the World Today
880	Rolfe	Cicero and His Influence
913.375	Banti	Etruscan Cities and Their Culture
937	Johnson	Roman Life
937	Starr	The Ancient Romans
937	Suetonius	The Twelve Caesars

II. SUGGESTIONS FOR REPORTS FOR GREEK HISTORY

A. Political Scene

1. Government in Sparta
    - a. Kings
    - b. Gerousia
    - c. Apella
    - d. Court system
2. Education at Sparta
3. Government at Athens
    - a. Archons
    - b. Boule-Council of 500 - Prytanies
    - c. Assembly
    - d. Metics - resident foreigners
4. Law courts in Athens
    - a. Water clock
    - b. Method of speeches
    - c. Voting and jury system
    - d. American courts and Athenian - a comparison in composition and execution
    - e. Ostracism and punishments

B. Daily Life in Athens - Social and Economical Scene

1. Clothes - dress for men and women
2. Meals
    - a. Banquets, symposiums
    - b. Food, drink, entertainment
3. Woman's position in society
4. Music

5. Jewelry and toilet accessories
6. Furniture
7. Marriage and divorce
8. Coinage - different types and use
9. Medicine - diseases and treatments
10. Hygiene and care of the body. Types of baths.
11. Footware and headgear
12. Time divisions of the day
13. Hunting and fishing - quoits and other recreation
14. Craftsmen in guilds - pottery - trade
15. Lot of slaves and their functions in the society
16. Education
    a. Elementary
    b. Music
    c. Physical training
    d. Sophists - higher classes

C. Religious Scene

1. Religious calendar
2. Festivals
3. Eleusinian mysteries
4. Divination
5. Magical rites
6. The philosophy of the Greek belief in Dionysius - see Euripides vs. Apollo.

D. Methods of Greek Warfare

1. Hoplite formation
2. Phalanx formation

3. Individual encounters - see Homer.
4. Strategy used at Battle of Marathon.

E. Art and Architecture

1. Architecture of houses - way put together.
2. Roads of Greece, how built and where led.
3. Doric vs. Ionic structure in temples.
4. Red figure vs. black figure in motifs dealing with daily life and long ago myths.
5. Basic outline of Greek temple.
6. City plan for private houses.

F. Athletics

1. Wrestling
2. Boxing
3. Pankration
4. Running
5. Pentathlon
6. Javelin
7. Discus
8. Olympic games
   a. Delphi
   b. Olympia
   c. Nemea
9. Various types of ball games

G. Literature

1. Homer - Iliad - Bk 3, 18 and others as apply to individual encounters.
   Odyssey - Bk 9 - story, its psychology and interpretation.
2. Hesoid - Works and Days - agricultural life

3. Heracleitus - composition of matter

4. Sappho - love poetry

5. Pythagoras - theory of right angle

6. Pheidias - balance and frontal pose

7. Scopas - eye and face depiction

8. Lyssipus - eye and face depiction

9. Empedocles - atomic theory

10. Archimedes - war engines and buoyancy principle

11. Eratosthenes - measurement of earth

12. Epicurus - philosophy on life

13. Hippocrates - medicine - symptoms of disease

14. Plato

    a. Apology - Socrates trial

    b. Phaedo - Socrates' defense

    c. Republic - ideal state and philosopher kings

15. Aristophanes - political life as seen in

    a. Clouds - dangerous education - wrong logic

    b. Lysistrata - evils of war

    c. Birds - escape to another society

16. Sophocles

    a. Odeipus the King - quest for truth

    b. Antigone - clash between state and personal authority or obedience

17. Aeschylus

    a. Oresteia - 3 plays - triumph of gods and advent of social justice to replace blood vengeance.

18. Herodotus

    a. Egypt - sketch of country, people and customs Bk. I.

    b. Sandwich technique - story within a story Bk. I.

19. Euripedes - Man has no control over human drives - suppression can be fatal

    a. Hippolytus - Aphrodite

    b. Bacchae - Dionysius

20. Thucydides

    a. Might vs. Right - the Melian affair Bk 5

    b. Early history of Greece and how it fits with archaeology Bk. I

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23. Oxford Library: The Oxford Book of Greek Verse in Translation
24. Plato: Best Known Works
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26. Plato: The Republic

27. Price, Christine: Made in Ancient Greece
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41. Wear, Ted G.: Ancient Coins
42. Webster, T.B.L.: Everyday Life in Classical Times
43. Workman, B.K.: They Saw It Happen In Classical Times
44. Zeiger, Arthur: Eleven Plays of The Greek Dramatists

III. IMPORTANT AUTHORS OF ROMAN LITERATURE

A. From 240-80 B.C.

1. Plautus and Terence - These two authors were famous for Roman comedy. They took over many of the plots and characters (clever slave, cruel old man, young lover) of Greek comedy, and provided an insight into Roman life then. Plautus, extremely funny, is meant to be read by the common man on the street, whereas Terence is more elevated, pitched to a select class. One of Plautus' famous plays, the Twins, where two brothers get their identities mixed up and all kinds of humorous situations result, later was adapted by Shakespeare in his Comedy of Errors.

2. Lucilius - active around 150 B.C., he set the stage for those who would follow him in writing satire. Convinced of the poet's mission to reshape what was wrong in society, he wrote his bitter satires, denouncing what he thought was wrong with Rome. He attacked leading men of the wealthy classes as well as poor men harming the city.

B. The Golden Age of Latin Literature (80 B.C. - 14 A.D.)

1. The Ciceronian Period

a. Lucretius - 99-55 B.C. Upset with people's fear of the gods and after life, he wrote his On the Nature of Things, urging men to live in perfect harmony with nature and not to fear the gods as they didn't exist, for all life was composed of atoms. Lucretius urged the best life - a simple life and avoidance of excessive passions and political entanglements.

b. Catullus - This young man is famous for his love toward a wealthy lady - Clodia. In his poetry he achieves a revolution in advancing the woman (for the first time) to a place of equality-spiritual, mental, and physical-in a love relationship. Before him, the woman in love poetry was looked upon mainly as a sexual toy, to be enjoyed and thrown away, with no real feelings.

c. Cicero - Probably the most versatile of Roman authors, his career can clearly be divided into two parts, political in his younger years, and after his daughter's death, philosophical. He gained his reputation for exposing the corrupt governor Verres and his crimes in the province of Sicily in the Verrine Orations. He also writes in the Cataline how he stopped Cataline in his attempt to overthrow the state in 63 B.C.

Turning to his old age, Cicero wrote his thoughts on the soul, friendship, and the gods.

d. Caesar - famous for his work on the Wars in Gaul. He described the tribes and customs of the major tribes in Gaul. Then he goes into various strategies used in subduing these Gauls.

2. The Augustan Period (43 B.C. - 14 A.D.)

   a. Virgil - In his early days he wrote about the country shepherds and songs, and farming. He is famous for his grand epic the Aeneid, in which he traces the descent of Rome from the survivors of the Trojan War. Many of the qualities he gives Aeneas, he means for Octavian (later Augustus Caesar) to have. His work celebrates the beginning of Octavius' reign, establishing him as the descendant of Romulus, and hoping for internal peace in Rome, after almost a century of inner strife, from the Gracchi in 133 B.C. to the death of Mark Antony in 31 B.C.

   b. Horace - He wrote his Odes dealing with such topics as youth, death, living for the day, as well as love poetry which fit the general trend before Catullus, concerning attitudes toward the woman.

      He is also famous for his Satires. Unlike Lucilius in this type of writing (satire), he attacks the faults in men, not the men. He realizes that all men have their private imperfections, and while exposing them, he laughs at them. No bitter denunciation of character in Horace is found.

   c. Ovid - Though he wrote many works on love poetry, he is known for his sixteen books on the changes of human beings - the Metamorphoses. He tells the myth about a god or person and then what happened. Usually, in the end, someone changes his nature: woman into a stone or tree, perhaps a swan or stag.

   d. Livy - Wrote 142 books on Roman history from the founding of the city in 753 B.C. down to his own time in 35 B.C. Though much of what he writes was borrowed untested from others, his main accomplishment lies in emphasizing the qualities of the Roman character which made Rome so great in the Republican times. His work in prose, as Virgil's in poetry, also was meant as a guideline for Octavian, upon his assumption of leadership in Rome. As Aeneas was portrayed in Virgil, loyal, honest, god-fearing, etc., so too Livy drew his characters for Octavian to study and imitate.

   e. Vitruvius - Around 10 B.C., he wrote a major work On Architecture to be used by Octavian in building temples and other works based on the knowledge of carpentry and engineering. He included not only the directions, but the exact measurements to be attained. This work had considerable influence on Augustus (Octavian) and later emperors after him.

C. The Silver Age - 14-138 A.D.

   1. Phaedrus - Important for his fables in which he comments on weaknesses of human beings. He was much influenced in his work, by the Greek Aesop's Tales.

   2. Columella - Though others had gone before him, he wrote the major work on Country and Farming in Rome. He describes country festivals and gives long, elaborate rules for proper farming to yield the best harvest.

3. Petronius - Brilliant novelist, in his Satyricon, he captures all the gluttony and vice shown by the upper class, particularly those distinguished for a sudden rise to wealth - the freedmen as opposed to the old blood distinction of the established nobles.

4. Seneca the Younger - Known for his works on philosophy, in which he deals with many different aspects in a human's life. He will also present situations where greed or love for power is blown up, so he can comment on how such an ambition will end, and point out the right way to live.

5. Pliny the Elder - Wrote a monumental work on Studies in Nature where he records and observes much which is important for biology, zoology, botany and other such sciences. He would see something in nature - rock, flower, seed - and describe its process whatever it might be Other fields he touched upon were the geography of Europe and the world in relation to God.

6. Quintilian - In his work, the Institutes of Oratory, he gives a detailed look at what Roman education was all about. He gives the various exercises and practices, as well as the studies, which characterized the education of the Roman boy and teenager up to age eighteen.

7. Frontinus - About the only major work on Aqueducts was written by him. He deals at length with the existing aqueducts in Rome, their construction, and advantages and disadvantages which they have. (about 90 A.D.).

8. Valerius Flaccus - About 70 A.D. He is famous for his tale of the Argonauts, who under Jason as leader, sailed to Colchis in search of the golden fleece. Many of their adventures are shown in the movie, Jason and the Argonauts: Phineus and the happy birds, the hydra, the skeletons, come to life from the hydra's teeth sown in the ground, and the love of Jason and the Princess Medea.

9. Martial - He is famous for his Epigrams in which he provides a very graphic picture of Roman society under the emperors 60-80 A.D. He particularly attacks those who grab for wealth from old ladies, big shots - both men and women - and poor poets. He has also written some tomb remembrances (Epitaphs), tender poems on people beloved to the poet, who had died.

10. Pliny the Younger - He is known for his description of the empire (85-110 B.C.) which he gives in his Letters. In contrast to Tacitus, he writes about good and kind emperors, and what happens under their rule.

11. Tacitus - In contrast to Pliny, Tacitus attacks the emperors (14-117 A.D.), finding almost nothing good to say about them. He exposes their cruelty, plots against each other and group rivalries, ignoring the prosperity of the empire at that time. His emphasis is on corruption and depravity, blinded by the terrible time he spent under the cruel emperor Domitian. As rumors spread that others were aspiring for power, many groups formed pro and con, around the emperor. This resulted in a purge of all those thought to be against the emperor. This is what Tacitus deals with, leaving out comments on other facets of emperor life.

12. Juvenal - Active around 80 A.D. he is the last heir in Rome to the satire tradition. Using those who had died as examples of what is wrong with Roman society (he couldn't attack those alive for the reason above), he wrote bitter exposes' of Roman society, particularly certain characters. As one critic puts it, he so bitterly attacks people, it's like using a sledge hammer to crack a nut. Deeply convinced of his moral responsibility to society, he labored to correct it by his violent denunciations.

13. Suetonius - Much like Tacitus, Suetonius deals with the emperors (14-138 B.C.), the so-called Twelve Caesars. Though he does mention good points, he is in no way the rigid researcher of facts that Tacitus was (even though he is very one-sided). Also he tends to be a real gossip - catty, snotty, going into the private love affairs (both male and female) of the emperors, and the blazing life about their courts.

11. Oral Report with Derivatives

a) Have students select a favorite hobby or pastime and make it come alive through some kind of collage presentation.

b) Instruct them to generate a list of about twenty-five derivatives (more if they so desire), which pertain directly to their choice.

c) Have them incorporate these derivatives within their collages and thus form a final product which will both inform and entertain the class with its presentation.

d) Save the student reports which seem particularly well done and display them in the classroom or preferably another designated area of the school.

12. Oral Tradition and the Epic

Long before stories were finally put into writing, they were passed down and preserved by word of mouth, or oral tradition. Usually the story was grounded solidly upon the occurrence of a certain event, around which there had arisen a variety of recountings. Thus a very short tale became considerably enlarged, as more and more people cast it into their own version. In some such way as this, the epic was born complete with a warlike environment, gods who join in the action to support their favorite heroes, and mostly a code of honor and bravery which defines the aristocratic aspirations.

In order to obtain some idea regarding the formation of the Iliad and Odyssey the following activity is recommended. Also, the students can quickly see, from only a limited exposure, the shortcomings and disadvantages of oral tradition, before the tale is finally recorded in writing.

Steps to follow:

1. This activity can be done with the entire class, but it takes a long time for each to re-tell the story; hence, it seems better to divide a large class (20 or more) into groups.

2. Start at opposite ends of the group and tell one person in each group the same sentence, clearly setting up an interesting story. For example, "Last week our history class went to Elitch's."

3. Now instruct each member to repeat the same sentence to their neighbor and then add another sentence to the original, keeping the sense.

4. Carry on in the same fashion until all the students in each group have "treated" the story with their contribution. However, at no time can anyone use writing. This really opens up the possibilities and can lead to some very hilarious situations.

5. After each member has gone, then re-tell the story from person to person and note what happened to the "oral tradition:"
   a) Some couldn't remember the previous account, so they remembered what they could and added whatever seemed necessary, or followed naturally from any other part of the story.
   b) Some misheard certain words and drastically changed the story at this point.
   c) Some added so much imagination to the story that many followed this new story which seriously affected the flow of the original.
   d) Some words were most suggestive and occasioned the same as in (c) above.
   e) The basic events of the story were often preserved intact throughout the several recountings, but were often greatly exaggerated or reworked.

6. For further enrichment:
   a) have the entire class participate in the activity, although this can be very time consuming for those awaiting their turn.

b) give it a real authentic twist by restricting the beginning to a heroic battle and setting the stage for the students to add their versions as to how the battle was fought and won. Also, as in the Greek epics, create 3-4 characters with stock epithets - god-fearing, swift-footed, bright - which must adhere to the character whenever he is mentioned in the narrative. Thus the students should discern how both character and epithet are preserved in the epic.

After this exercise has been completed and discussed, the students should again notice the same outcomes. If these outcomes and their subsequent ramifications could be extended over the long time span of 400 years, during which the story was developed, perhaps we could grasp somewhat they way in which the Greek epics were created, preserved and changed until their final written form by Homer.

c) Discuss the advantages to oral tradition in the creation of an epic.

d) Debate whether the epic, based on oral tradition, can truly reflect the history and culture of the times that are embedded within its scope.

13. Role Play

a) Have students choose certain, special scenes of Virgil's Aeneid and present them through role-play of assigned parts. The following scenes offer rich possibilities for such adaptation: the wrath of Juno (Bk. I), narration of the sack of Troy (Bk. II), Dido and Aeneas (Bk. IV), address of Sibyl to Aeneas in the underworld and prophecy of Rome's future greatness (Bk. VI), council of the gods and debate between Juno and Venus (Bk. X), and the final confrontation between Aeneas and Turnus (Bk. XII).

b) Similarly, certain scenes of the Iliad and Odyssey would also lend themselves fruitfully to such dramatic role-play and give the students an insight into how these epics were kept alive through oral tradition. For the Iliad perhaps the students could investigate the quarrel between Achilles and Agamemnon (Bk. I), the valorous conquests of Diomedes (Bk. V), the love between Hector and Andromache (Bk. VI), the embassy sent to secure Achilles' return to battle (Bk. IX), and the final battle between Achilles and Hector (Bk. XXII). For the Odyssey these scenes could be re-enacted: the meeting between Odysseus and Nausikaa (Bk. VI), the perilous adventures of Odysseus on his journey home especially the Lotus Eaters, Cyclops, and Sirens (Bks. IX-XII), the reunion between Odysseus and his son Telemachus and their strategem against the suitors (Bks. XV-XVI), the recognition scene between Odysseus and his nurse Eurykleia (Bk. XIX), the contest of the twelve arrows and Odysseus' vengeance upon the suitors (Bks. XXI-XXII), and the final meeting of Penelope and Odysseus and the secret of the marriage bed (Bk. XXIII).

For further enrichment regarding these Homeric epics, see Activities # 12: "Oral Tradition and the Epic."

c) Finally, Ovid's Metamorphoses affords an opulent panorama of fabulae, of which the following seem especially suitable for such role-play: Apollo and Daphne, Semele and Zeus, Echo and Narcissus, Niobe and Leto, Pyramis and Thisbe, Daedalus and Icarus, Theseus and Ariadne, Orpheus and Eurydice, and the story of Midas and the golden touch.

Should students choose to dramatize any of the above, Humphries' translation would prove very helpful: Ovid, Ovid's Metamorphoses, trans. with introd. by Rolfe Humphries, Bloomington, 1964.

Also, for further suggestions on role-play, see World History Guidebook, "Classical Civilization," Appendix X, pp. 125-126.

14. Student Poems and Songs

a) Encourage students to compose a brief poem in English or bring a song which captures a special moment in their life.

b) Help students to render the poem or song into Latin. If time permits, have the students read their poems or songs in Latin and ask the other members of the class to identify them.

Teaching Strategies

Because most of the strategies employed to teach Latin easily divide themselves into oral drills and written work, this section has been so arranged. First come the oral strategies, although some written work at the board sometimes initiates the drill, and then follow the written drills as prescribed.

Teaching Strategies (oral)

1. First Declension (easily expanded to other declensions).

   a) Put the endings of the first declension on the board along with the syntax which these inflections indicate.

	(sg)	(pl)	syntax
Nom.	a	ae	S & PN (subject, predicate nominative)
Gen.	ae	arum	Poss (possession)
Dat.	ae	is	IDO (indirect object)
Acc.	am	as	DO (direct object)
Ab.	ā	is	OOP (object of preposition)

   b) Now drill this pattern and first declension as follows:

      (1) Give students the ending and have them give the syntax and number; reverse and supply the syntax and number, requesting the endings.

      (2) To these endings add the stem - silv, terr, aqu - which defines the noun and drill as before, until the students grasp the pattern and realize that these endings signal the syntax in Latin.

   c) Expand the concept by adding other nouns to the pattern and have students orally decline them.

2. First Declension - noun and adjective (easily expanded to other declensions and modifiers).

   a) Give one student the noun and a second student the adjective.

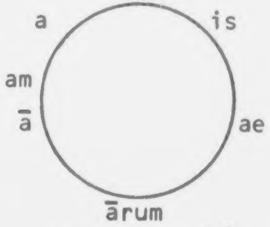
   b) Direct them to decline noun/objective in a certain number and have them proceed through all five cases.

c) Switch and do likewise with two more students using a different noun and adjective pair. Continue until all students have been involved and many combinations have been covered.

d) Keep the students on their toes by throwing in the first declension masculine nouns - agricola, nauta, poeta, auriga - and see if they match the modifier.

e) For variation, use whole class and divide into two sides, alternating the noun-adjective pair between sides.

3. First Declension (easily expanded to other declensions and modifiers).
   a) Have students take out half sheet of paper and write down any noun and adjective modifier they choose in any of the five cases, singular or plural.
   b) Now have them exchange the sheets of paper with a neighbor and direct the students to fill in the rest of the cases, keeping the specified number or including both singular or plural, if so desired.
   c) If time permits, have each student read the declined pair; if not, pick a few examples and reinforce the pattern in similar fashion.
4. First Declension (easily expanded to other declensions).
   a) Draw a circle on the board and arrange the endings for first declension around it:



b) At random, point to an ending and have students identify the number and case. (courtesy of Seeger and Winch, Teaching First Year Latin, Ohio, 1938.)

5. First Declension (easily expanded to other declensions).
    a) Have students make their own charts of case endings.
    b) Use for review and direct students to give each other case, number, and endings for new vocabulary words.
6. First Declension (easily expanded to other declensions).
    a) Send students to the board and give them a noun to decline.
    b) Check for mistakes, and after corrections are made, add an adjective for them to include with their noun.
    c) Have students take turns reading their declined forms.
7. First Declension (easily expanded to other declensions).
    a) Teacher and class together decline a noun.
    b) Individual students decline the noun and lead the rest of the class.
    c) Add an adjective modifier and repeat as above, involving as many students as possible.
8. First Declension (easily expanded to other declensions).
    a) Learn acc. pl. by remembering that the characteristic vowel, "a", adds an S.
    b) Give students nouns and have them form the new acc. case.
9. First Conjugation
    a) Put the formula on the board - present stem (second principal part minus RE) + PE (personal endings).

b) Now drill these PE as follows:

o - I
s - you
t - he, she, it
mus - we
tis - you
nt - they

(1) Repeat the pattern in threes: o, s, t, - mus, tis, nt. Do this several times until students catch the rhythm and pattern.

(2) Give students the endings and have them give the indicated pronoun; repeat giving the English and requesting the Latin.

c) Now define the action of the verb by adding the present stem - porta, ama, lauda - to the PE. Recite the entire present tense and have students repeat, noting the contraction of a-ō to o in first singular.

d) Again drill as above, but this time use the entire verb form and its three possible aspects: present progressive (presp.), emphatic (emp.) and common (com.). Drill each aspect separately. (Keep it simple for ease in grasping the concept). Cover the verbs in both English and Latin, alternating according to the desired stimulus-response: teacher gives amamus and asks for presp. and students supply - We are loving.

e) To culminate the exercise, have students stand up and follow the teacher in dancing the Mexican hat dance to the tune of the Latin for the first conjugation. Use the verbs covered in the drill thus far, and then expand and augment the fun as well as the learning.

10. First Conjugation (easily expanded to the other conjugations).
    a) have the students take out half sheet of paper and indicate one verb form in present tense with specified aspect: portamus - we do carry.
    b) Now have them exchange the sheets of paper with their neighbor and direct the students to fill in the rest of the verb, complete with appropriate aspect.
    c) If time permits, have each student read the Latin and then the accompanying aspect; if not, select a few and reinforce the pattern in similar fashion.
11. First Conjugation - Third Principal Part
    a) Give students the infinitive form and have them respond with the first principal part of the verb. Move rapidly and cover all verbs in review.
    b) Focus on these verbs and remind students to add a V to the present stem (except dare and stare) to form the third principal part for first conjugation. Now drill as above, supplying the infinitive again, but this time requesting the first and third principal parts. Finally, expand by providing the English meaning and students respond with all three principal parts.
12. Second Conjugation - Third Principal Part
    a) For second conjugation drill as above with the infinitive.
    b) Then focus on these verbs and point out to the students those verbs which form their principal part in ui, the so called

"UI" family: habui, docui, merui, tenui, terrui, debui, valui and continui. (See section on Verb Table.) Again supply the infinitive and drill this new form.

c) Next, note the exceptions - auxi, movi, vidi, mansi - and drill as before, employing some memory or other word association to facilitate the learning of these forms. Now drill these verbs, cluing the infinitive and have students respond with both first and third principal parts.

d) Finally, expand as directed above (11b) and request all three principal parts.

13. Third Conjugation - Third Principal Part

a) For third conjugation proceed as directed above (11a).

b) Then assign each student the third principal part of a verb. Now give infinitive and have students respond with the new principal part. Hopefully, the class can begin to learn these new verb parts, hearing them individually rehearsed; also, word, rhyme, or some other memory association works very well in teaching the third principal part of this conjugation.

c) Now drill as above (11b) by giving the infinitive and requesting the first and third principal parts, and finally by providing the meaning. Students respond with all three principal parts.

14. First - Fourth Conjugation - Perfect Tense

a) Have students take out half sheet of paper and fill in one of the six forms in Latin with a designated aspect: reximus - we ruled; they may choose any verb covered from any conjugation.

b) Now have them exchange the sheets of paper with their neighbor and direct the students to complete the other forms for the verb in the appropriate aspect.

c) If time permits, have each student read the Latin and then the accompanying aspect; if not, pick a few and reinforce the pattern in similar fashion. Students should note that all verbs, though they have a different perfect stem, use the same endings and admit the same three aspects for describing the action within the perfect tense.

15. First - Fourth Conjugation - Verb Review (see section on Verb Table).

a) Give the meaning and have students respond with all four principal parts of the verbs covered thus far.

b) Switch and give a derivative. Students reply again with the four principal parts.

c) Now mix it up: Give them the infinitive and they provide the missing principal parts as well as meaning and derivative; use any of the other parts as stimulus and students must echo the rest.

d) Do this in chorus with the entire class or have individual students identify each principal part of the verb and provide meaning and a derivative.

16. First - Fourth Conjugation - Verb Review (see section on Verb Table).

a) Pick a verb from any conjugation and have students conjugate it together in a designated tense; this helps to fix the pattern in mind and also eliminates embarrassment from individual mistakes.

b) Now choose a verb and give them a particular tense, requesting a specified aspect.

17. First - Fourth Conjugation - Verb Review (see section on Verb Table).
    a) Select a verb and have students give a synopsis of it in a specifed person and number for all tenses covered.
    b) Have each student read a verb and thus review tenses as well as their formation.
    c) If time permits, specify a given aspect within a tense and have students respond according to the person and number they choose.
18. First - Fourth Conjugation - Verb Review (see section on Verb Table)
    a) Send students to board to conjugate verbs from different conjugations in a designated tense with a given aspect.
    b) Have students recite their conjugated forms with appropriate aspect for the tense, thus providing a good survey of tenses for various verbs.
19. Vocabulary Review
    a) Use flash cards made for each unit's words and give a group or individual review.
    b) Have students conduct the review by selecting cards and calling on each other to answer.
    c) As an alternative, have the students make flash cards upon completion of each unit and quiz each other from their stock.
20. Vocabulary Review
    a) Teacher starts by supplying a noun from the unit(s) review.
    b) Students follow suit by giving another noun of the exact type and gender as specified by the teacher. Keep reviewing the nouns accordingly until the teacher changes focus. Play until a majority of nouns are covered.

c) Switch and proceed in similar fashion to review the verbs. Teacher starts by giving verb in the infinitive form, and students must match the infinitive with another one of the same conjugation. Again, continue until a majority of the verbs have been reviewed.

d) For variety, have the students provide the stimuli, and, following the same procedure, call upon each other for the responses.

21. Vocabulary Review

a) Use flash cards for unit review and divide the class into small groups.

b) Now have the students use the cards to write out sentences illustrating Latin S - M - T (subject, object, verb) order and the importance of inflected endings for meaning; the cards should have Nom. sg. on one side and Acc. sg. on the back, with the verb ending in 3rd sg.

c) Have students read and translate their new sentences.

d) Expand by forming other cards with the nouns in the same cases but with plural endings and the verb in 3rd pl. Repeat as above; this helps the students fix basic patterns in mind.

22. Prescription Drill for Translation

a) Scan a sight translation for interesting syntax and grammar constructions.

b) Have students individually identify a specified area of focus: all the verbs, IDO-DO (indirect object-direct object), abl. of means, vocative exceptions, etc. They should detect these various items as directed, without attempting to translate the sight passage, relying only upon their previous training and skill for recognition.

c) After identifying these key elements, the students should be ready to translate the sight passage, provided that its level of difficulty does not significantly surpass their prior learning.

23. Enhancing the Translation

a) After concluding the translation, return and examine key ideas by asking questions (preferably in English unless the class can handle the Latin) to test the students' comprehension. Accordingly, the students should respond in the same language as addressed.

b) Focus on salient Latin words and ask students for English derivatives, thus constantly evoking and augmenting vocabulary skills; moreover, this is particularly impressive with verbs whose separate principal parts each have English derivatives from their stems: docere, augere, stare and dare.

c) Study the context of the translation and if possible enrich with a culture glimpse in art or literature. Many translations concern stories of the gods, famous heroes of Greek mythology or Roman history, battles, scenes of daily life in Rome, etc. Thus, the stories easily lend themselves to further expansion which accentuates student interest and involvement.

d) If possible, compare ancient Roman times with modern America regarding the specific area described in the translation.

24. Translation of the Exercises

   a) For the various exercises found in the textbook, have the students take turns reading the Latin sentences. Then have students translate the sentences.

   b) After translating the Latin sentences, have teams of students pinpoint the noun or verb forms of the particular number in question.

25. Tips on Translation

   a) Usually locate the verb at the end of the sentence.

   b) Ask who or what to find the subject (if expressed) and whom or what to determine the direct object.

   c) After focusing on these skeletal elements of the sentence, the passage should reveal its basic meaning rather easily.

26. Latin and Greek Suffixes and English Derivatives

   a) Teach class that English words derived from Latin often end in ity, sion, or tion (process or state of becoming).

   b) Now have students each give English words which have these suffixes. Note their responses and point out how much Latin they already know in this regard.

   c) Inform the class that English words derived from Greek often end in logy (the story, account, or science of) and graphy (the sketch, outline or description of).

   d) Repeat as above in (b) for the English words derived from Greek.

   e) For expansion, have the students make a list of words which they find in newspapers, books, or other media, with these suffixes, and have them note how great a debt English owes to Latin and

Greek for the origin of many words.

27. Numbers - 1-20

   a) Teach the students the numbers 1-10 and have them repeat each.

   b) Now in staccato fashion work in threes - *unus*, *duo*, *tres* - and then twos - *quattuor*, *quinique*. Repeat in same way for numbers 6-10. Drill until students can easily recite the numbers 1-10.

   c) Show students how the numbers 11-20 are basically the same with the addition of *decim* and the two changes for 18 and 19. Drill as before, encouraging them to remember that these new numbers consist of the respective old number plus *decim*.

   d) Now use addition (*et*), subtraction (*minus*), multiplication (*multiplicata*), and division (*divisa*) and form problems in Latin to which the students respond in Latin.

   e) Repeat with several variations and then have students form questions and call upon each other for the correct response.

28. Perfect Passive Participle and Derivatives

   a) From the list (see section on Verb Table) give students the infinitive of the verb and have them respond with the fourth principal part.

   b) Drill this part only by giving them the Latin and asking for English derivatives (as many as possible) for each verb; this can be a very beneficial and informative exercise.

   c) For variety, have students give the Latin and call upon each other for derivatives; each student should respond with a derivative until all possibilities are exhausted and the majority of verbs have been covered.

29. The Perfect Passive System

a) Send students to the board to put up the double forms (periphrastics) for the perfect, past perfect, and future perfect tenses in the passive voice.

b) Now focus only on the auxiliary verb and have them respond with the correct English translation for each auxiliary provided: eramus - we had been; eritis - you will have been; sunt - they were. Reverse and supply the English verb phrase and have students give the Latin auxiliary verb and name the designated tense.

c) After this concept is understood, add different past participles from verbs they know (see section on Verb Table) to complete the presentation.

d) Drill as above in (b).

30. Perfect Passive Participle and Its Meaning

a) Give students the perfect passive participle and have them supply the literal meaning in English - having been + past participle.

b) Now instruct them to drop the having been, but always to remember its essential presence in the translation. Drill as above.

c) After students are responding quickly and accurately, mix up the routine, and have them give Latin for English and English for Latin as directed regarding the participle.

31. Relative Pronoun

a) Construct a basic sentence on the board: the man lives across the street.

b) Separate this sentence and concentrating on the subject man, add five dependent clauses around it as follows:

The man, (1) who loves fish, lives across the street.
" " (2) whom we know, " " " "
" " (3) to whom the girls gave the dog, " " ".
" " (4) whose brother found the marble, " " ".
" " (5) about whom the class learned, " " ".

c) Now take each separate dependent clause and have students give other examples, until they begin to understand the pattern of the subordinate clause. They should discern the signals in English so as to facilitate transfer to Latin: who (subject), whom (direct object), to whom (indirect object with verb of giving), whose (possession), and about whom (object of preposition); also, they should be able to relate the syntax of the dependent clause to that comprising the five principal cases. From each example the students should observe that, though the syntax varies, the antecedent "man" remains the same.

d) Change the sentence and use a neuter noun such as: the town had many streets. Then repeat as directed above (b-c), until the pattern has been grasped.

e) After perceiving that the antecedent stays the same in number and gender, but the relative pronoun takes its syntax from its own dependent clause, the students are ready to focus on the corresponding Latin forms.

32. Ablative Absolute

a) Put several examples of ablative absolute on the board using in this case a noun and participle.

b) Direct students to translate this construciton as "with the noun having been + past participle."

c) After they have demonstrated a control over these phrases, practice by having them translate each more smoothly into a different subordinate, adverbial clause: time (after, when), cause (because, since, as), concession (although), condition (if), and coordinate - an independent clause joined by "and" to the main clause.

d) Now focus on each type of adverbial clause separately and have students give several examples, depicting the circumstances in which the main verb happens; this separate focus should enable students to grasp the essential differencesin meaning among the various clauses.

e) Finally, have them repeat as above, but now they should complete the sentence, thus displaying the ablative absolute in its many facets. Indeed, from this drill students should easily understand why the original name for this construction was the "ablative of attendant circumstances."

33. Perfect Infinitive - Active and Passive Voice (see section on Verb Table).

a) Give students the infinitive and have them respond with the third principal part of the verb. Review verbs covered so far, and write down several responses on the board.

b) Show them how to form the perfect infinitive - perfect stem + isse - to have + past participle.

c) Again provide the infinitive, but now ask for the perfect active infinitive with appropriate translation.

d) After they have grasped this concept, switch to passive voice and proceed as above (a-c), only focusing on the fourth principal part with its formation - participial stem + esse - to have been + past participle.

e) Finally, give the infinitive and have students supply the perfect infinitive in both active and passive voice with appropriate translation.

34. Irregular Adjectives (r and lis)- Comparative and Superlative

a) Review with students the form for the comparative adj. - stem + ior (M & F) and ius (N).

b) Give students only r adjectives (both those which drop and keep the "e") and request the comparative form. Similarly, give them some of the six oddballs in lis - humilis, gracilis, difficilis, facilis, similis, dissimilis - have them give the comparative form.

c) Now inform them that r adjectives form their superlative by adding rimus a um to the mas. sg. nom. Drill by supplying the new comparative of an r adjective and requesting the superlative.

d) Switch to the lis adjectives above, and, after showing the superlative form as stem + limus, a, um for these six adjectives only, drill as before until students can do this easily.

e) Now put it all together and give the positive of these adjectives and have students respond with the new comparative and superlative forms. After students demonstrate proficiency with these irregulars, throw in some regular adjectives and thus illustrate the spectrum; also, students should perceive that these irregular adjectives only behave in such a manner in superlative, but follow the rules in their comparative.

35. Irregular Adjectives (bonus, malus, magnus, parvus and multus) - Comparative and Superlative

    a) Give the meaning for each and have students give the familiar positive form. Review each Latin adjective again by having students supply derivatives (as many as possible).

    b) Now focus on the comparative form and write it on the board: magnus - maior. Ask students to give an English derivative - major, majority, etc. Treat each irregular adjective similarly and have students note the derivatives for these words.

    c) Proceed as above (b) with the superlative.

    d) Now mix it up and request a derivative for a specified form. Cover all three forms and provide an atmosphere for many derivatives which should help the students remember these irregular forms in comparative and superlative.

    e) Finally, give the meaning and students respond with all three forms.

36. Enhancing Latin Comprehension (Advanced Classes)

    a) Give students an English sentence and have them translate into Latin; they should employ basic skills learned in this endeavor, and the sentence should not exceed their level of study.

    b) Have some students put their Latin sentences on the board for comparison, while the rest of the class observes the key elements of each sentence and the basic difference between English and Latin word order.

c) Using the sentences on the board, have the students suggest corrections until by combination the sentence reaches the proper Latin translation. Answer any questions students may have.

37. Clues for New Words

a) Upon encountering words which are new for the students, provide them with some clue and invite them to guess the English meaning before looking it up. Such clues could be: pantomime or use of props, English derivatives which students can easily identify from the Latin, imitation of the key sounds in the new word or some creative rhyme scheme, and a combination of the above.

b) After the students correctly define the word, have them provide a derivative and then properly use this new word in their own sentence.

38. Verbs - (see section on Verb Table).

a) Assign students a verb and have them write down the four principal parts. Then for homework instruct them to conjugate the verb in both active and passive voice, indicative mood only.

b) Next day, send them to the board and have them put up the verb and then recite in Latin.

c) If time permits, interject different aspects for these tenses and have students respond as directed in either active or passive voice in all six tenses of the indicative mood.

39. English to Latin (For Advanced Classes)

a) Pass out a list of ten sentences in English and have students convert to Latin; these sentences should review previous syntax structure and vocabulary.

b) Review the key skeletal elements of the sentence and make sure students understand the S, M, T pattern. (subject, direct object, verb).

c) Guide students and together come up with the proper Latin rendering for each of the ten sentences. Finally read the Latin.

40. Retests

a) If students fail a test, it often helps to allow them another try.

b) Have them review thoroughly what they missed, and, when they're ready, administer the retake. This test should be comparable to the first regarding its scope, questions, and level of difficulty.

c) Ask them to review the problem areas as revealed by both tests. If failure results again, help the student with the identified trouble-sections and proceed as above (b).

Teaching Strategies (written)

For Derivative Practice underline the words from Latin.

Use of Latin Derivatives by our Forefathers

1. THE DECLARATION OF INDEPENDENCE

In Congress, July 4, 1776

PREAMBLE

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitles them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

A NEW THEORY OF GOVERNMENT

We hold these truths to be self-evident: that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.

That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer while are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security.

REASONS FOR SEPARATION

Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present king of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

He has refused his assent to laws the most wholesome and necessary for the public good.

He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature a right inestimable to them, and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved representative houses repeatedly, for opposing, with manly firmness, his invasions on the rights of the people.

He has refused, for a long time after such dissolutions, to cause others to be elected; whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise; the state remaining, in the mean time, exposed to all the dangers of invasion from without and convulsions within.

He has endeavored to prevent the population of these states; for that purpose obstructing the laws of naturalization of foreigners, refusing to pass others to encourage their migration hither, and raising the conditions of new appropriations of lands.

He has obstructed the administration of justice, by refusing his assent to laws for establishing judiciary powers.

He has made judges dependent on his will alone for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of new offices, and sent hither swarms of officers to harass our people and eat out of their substance.

He has kept among us, in times of peace, standing armies, without the consent of our legislature.

He has affected to render the military independent of, and superior to, the civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution and unacknowledged by our laws, giving his assent to their acts of pretended legislation:

For quartering large bodies of armed troops among us;
For protecting them, by a mock trail, from punishment for any murders which they should commit on the inhabitants of these states;
For cutting off our trade with all parts of the world;
For imposing taxes on us without our consent;
For depriving us, in many cases, of the benefits of trial by jury;
For transporting us beyond seas, to be tried for pretended offenses;
For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging its boundaries, so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies;
For suspending our own legislature, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated government here, by declaring us out of his protection and waging war against us.

He has plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation, and tyranny already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

He has excited domestic insurrections among us, and has endeavored to bring on the inhabitants of our frontiers the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.

In every stage of these oppressions we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince whose character is thus marked by every act which may define a tyrant is unfit to be the ruler of a free people.

Nor have we been wanting in attention to our British brethren. We have warned them, from time to time, of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity; and we have conjured them, by the ties of our common kindred, to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They too, have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace, friends.

A FORMAL DECLARATION OF WAR

We, therefore, the representatives of the United States of America, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and by authority of the good people of these colonies, solemnly publish and declare, that these united colonies are, and of right ought to be, free and independent states; that they are absolved from all allegiance to the British crown, and that all political connection between them and the state of Great Britain is, and ought to be, totally dissolved; and that, as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent states may of right do. And, for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

John Hancock (MASSACHUSETTS)

NEW HAMPSHIRE
Josiah Bartlett
William Whipple
Mathew Thornton

MASSACHUSETTS
Samuel Adams
John Adams
Robert Treat Paine
Elbridge Gerry

NORTH CAROLINA
William Hooper
Joseph Hewes
John Penn

SOUTH CAROLINA
Edward Rutledge
Thomas Heyward, Jr.
Thomas Lynch, Jr.
Arthur Middleton

VIRGINIA
George Wythe
Richard Henry Lee
Thomas Jefferson
Benjamin Harrison
Thomas Nelson, Jr.
Francis Lightfoot Lee
Carter Braxton

NEW YORK
William Floyd
Philip Livingston
Francis Lewis
Lewis Morris

NEW JERSEY
Richard Stockton
John Witherspoon
Francis Hopkinson
John Hart
Abraham Clark

RHODE ISLAND
Stephen Hopkins
William Ellery

CONNECTICUT
Roger Sherman
Samuel Huntington
William Williams
Oliver Wolcott

GEORGIA
Button Gwinnett
Lyman Hall
George Walton

DELAWARE
Caesar Rodney
George Read
Thomas McKean

MARYLAND
Samuel Chase
William Paca
Thomas Stone
Charles Carroll
of Carrollton

PENNSYLVANIA
Robert Morris
Benjamin Rush
Benjamin Franklin
John Morton
George Clymer
James Smith
George Taylor
James Wilson
George Ross

More derivative practice. Underline the words from Latin.

2. LINCOLN'S GETTYSBURG ADDRESS

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that this nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate - we cannot consecrate - we cannot hallow - this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us - that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

3. ENGLISH GRAMMAR - LATIN 101/102 - PRE-TEST

A. Identify the following parts of speech. Only one answer possible (1-20)

1. Hera performed the task magnificently.
(a) adjective (b) noun (c) verb (d) adverb

2. The boys saw her at the fair.
(a) noun (b) adjective (c) pronoun (d) preposition

3. The girl lives down the street.
(a) verb (b) noun (c) adjective (d) adverb

4. Mike chased the monkey around the tree.
(a) adjective (b) pronoun (c) preposition (d) conjunction

5. The last play scored a touchdown.
(a) adjective (b) noun (c) verb (d) preposition

6. Alas, I couldn't find the photo of the girl.
(a) adverb (b) verb (c) conjunction (d) interjection

7. Already the team has won three games.
(a) verb (b) adverb (c) noun (d) adjective

8. Bob and Alice saw the accident.
(a) verb (b) preposition (c) conjunction (d) adverb

9. I always try to see foreign ships.
(a) adjective (b) adverb (c) noun (d) pronoun

10. We hear the story about the lost mine.
(a) conjunction (b) preposition (c) adverb (d) adjective

11. Mary was the last girl on the bus.
(a) pronoun (b) noun (c) adjective (d) adverb

12. I saw the house where the treasure was found.
(a) adverb (b) preposition (c) conjunction (d) adjective

13. I can't remember the victory.
(a) noun (b) verb (c) adjective (d) pronoun

14. Shucks! We don't understand the problem.
(a) interjection (b) conjunction (c) adverb (d) preposition

15. You did that turn beautifully, Donna.
(a) pronoun (b) verb (c) noun (d) adjective

16. Mike is the boy who won the race.
(a) adverb (b) noun (c) verb (d) pronoun

17. Neither Sheila nor I can hear the record.
(a) adverb (b) conjunction (c) adjective (d) noun

18. The boy saw the deer on the mountain.
(a) pronoun (b) noun (c) adjective (d) verb

19. The delicious apples came from Colorado.
(a) interjection (b) noun (c) preposition (d) conjunction

20. We ate those delicious plums for dinner.
(a) noun (b) preposition (c) adjective (d) verb

B. Syntax - How the parts of speech function. Choose the best answer (21-50)

21. We heard the song before.
(a) noun (b) verb (c) adjective (d) adverb

22. The men from the streets were my friends.
(a) noun (b) adjective (c) pred. nom. (d) pred. adj.

23. We couldn't catch the bus.
(a) pred. nom. (b) subject (c) verb (d) direct object

24. Mary, please sit down!
(a) direct object (b) noun (c) direct address (d) indirect object

25. Mike gave Sally a kiss for her help.
(a) noun (b) adjective (c) indirect object (d) pred. nom.

26. The players arrived early for the drama.
(a) adjective (b) pred. adj. (c) adverb (d) pred. nom.

27. I am the man who read the book.
(a) subject (b) direct object (c) noun (d) adjective

28. She sings so beautifully when she wishes.
(a) pred. adj. (b) noun (c) adjective (d) conjunction

29. Susan, close the door immediately.
(a) verb (b) adjective (c) adverb (d) pred. adj.

30. This apple tastes very sweet.
(a) adjective (b) noun (c) pred. adj. (d) pred. nom.

31. We will find the money.
(a) pronoun (b) subject (c) pred. nom. (d) adjective

32. He received the stamps from the collector.
(a) noun (b) pred. nom. (c) obj. of prep. (d) indirect object

33. They worked very late on the project.
(a) adjective (b) adverb (c) pred. adj. (d) preposition

34. The pilot landed the airplane on the deserted field.
(a) subject (b) direct object (c) noun (d) obj. of prep.

35. The teacher assigned the chapter to read.
(a) pred. adj. (b) pred. nom. (c) indirect object (d) verb

36. The manager showed us the apartment.
(a) direct object (b) noun (c) subject (d) indirect object

37. He hit a homer over the fence.
(a) obj. of prep. (b) adverb (c) noun (d) preposition

38. Fiddlesticks, you did not do your assignments!
(a) verb (b) noun (c) interjection (d) pred. adj.

39. Paul, shut the window.
(a) subject (b) direct object (c) direct address (d) obj. of prep.

40. The volunteers found the old house.
(a) direct object (b) pred. nom. (c) adjective (d) adverb

41. The story about the rich man is false.
(a) direct object (b) pred. nom. (c) adjective (d) pred. adj.

42. They rode the bicycle ten miles.
(a) noun (b) pronoun (c) pred. nom. (d) subject

43. The painters live in a beautiful house.
(a) adverb (b) pred. adj. (c) preposition (d) adjective

44. The little dog ran toward the river.
(a) noun (b) preposition (c) obj. of prep. (d) direct object

45. John sent George the new plans.
(a) direct object (b) direct address (c) subject (d) indirect object

46. Both Mike and Mary play in the orchestra.
(a) preposition (b) conjunction (c) interjection (d) adverb

47. The home of the dogs was in Maryland.
(a) adjective (b) adverb (c) preposition (d) conjunction

48. Yes, Michael, you can attend the concert.
(a) subject (b) direct address (c) direct object (d) subject

49. They raked the garden with a hoe.
(a) verb (b) adverb (c) adjective (d) pred. nom.

50. The policeman across the street is my neighbor.
(a) noun (b) adjective (c) pred. nom. (d) pred. adj.

4. ENGLISH GRAMMAR - LATIN 101/102 - POST-TEST

Latin I - PS - Parts of Speech and Syntax

A. Use the system and identify the following as to parts of speech.

1. Hera performed the task magnificently.
2. The boys saw her at the fair.
3. The girl lives down the street.
4. Mike chased the monkey around the tree.
5. The last play scored a touchdown.
6. Alas, I couldn't find the photo of the girl.
7. Already the team has won three games.
8. Bob and Alice saw the accident.
9. I always try to see foreign ships.
10. We will hear the story about the lost mine.
11. Mary was the last girl on the bus.
12. I saw the house where the treasure was found.
13. I can't remember the victory.
14. Shucks! We don't understand the problem.
15. You did that turn beautifully, Donna.
16. Mike is the boy who the race.
17. Neither Sheila nor I can hear the record.
18. The boy saw the deer on the mountain.
19. The delicious apples came from Colorado.
20. We ate those delicious plums for dinner.
21. We heard the song before.
22. The men from the streets were my friends.
23. We couldn't catch the bus.
24. Mary, please sit down!
25. Mike gave Sally a kiss for her help.

B. Syntax - How the parts of speech function. Give the syntax of the underlined word.

1. The players arrived early for the drama.
2. I am the man who read the book.
3. She sings so beautifully when she wishes.
4. Susan, close the door immediately.
5. This apple tastes very sweet.
6. We will find the money.
7. He received the stamps from the collector.
8. They worked very late on the project.
9. The pilot landed the airplane on the deserted field.
10. The teacher assigned the chapter to read.
11. The manager showed us the apartment.
12. He hit a homer over the fence.
13. Fiddlesticks, you did not do your assignments!
14. Paul, shut the window.
15. The volunteers found the old house.
16. The story about the rich man is false.
17. They rode the bicycle ten miles.
18. The painters live in a beautiful house.
19. The little dog ran toward the river.
20. John sent George the new plans.
21. Both Mike and Mary play in the orchestra.
22. The home of the dogs was in Maryland.
23. Yes, Michael, you can attend the concert.
24. They raked the garden with a hoe.
25. The policeman across the street is my neighbor.

5. Latin I - Q (Gram) 50 points

For parts of speech

I. Give the part of speech for:

1. bullfeathers
2. theirs
3. sideways
4. through
5. will be
6. perhaps
7. nevertheless
8. ruthless
9. not only
10. these boys
11. ruminate
12. from
13. his book
14. unfortunately
15. Give the one missing.

II. Fill in the _______ with the best answer. (10) LV - Linking Verbs

1. ____________ is the role or function for the parts of____________.(2)
2. When you have a LV such as______, expect either a______or_______.(3)
3. ________________connect words, phrases, or ________________. (2)
4. Name 3 other V which can be LVs. (3)

____________________, _____________________, and ____________________

III. Give the syntax of the ________________. (25)

1. Mike, sit down in the little chair. (4)
2. Shirley has always been the captain. (3)
3. We saw the blue car near the corner. (4)
4. Pshaw! I can't find my marbles here. (5)
5. Yesterday the class saw a new movie on life. (5)
6. Donna, send Bill flowers on his birthday. (4)

6. Latin 101/102 - PS on syllable-division and accent.

A. Use the rules; divide into syllables and apply the proper accent. Remember: count vowels or diphthongs first.

1. incitābitis
2. pūblicōrum
3. vidēbitis
4. memoriae
5. agricolās
6. carr̲is
7. pa̲rāte
8. liber̲āre
9. ser̲vōs
10. deorum
11. aquae
12. colōn̲ōs
13. habitābāmus
14. nunc̲
15. equōr̲um
16. captīvōrum
17. pa̲rābātis
18. vītam
19. sempe̲r
20. laudamus
21. l̲ēgātōr̲um
22. insu̲līs
23. pecūniam
24. li̲nguārum
25. nāvigant
26. prae̲dam
27. audiēbātis
28. sed
29. magi̲strī
30. mal̲īs
31. amīci̲tiae
32. poen̲is
33. scrībētis
34. nautārum
35. viā̲s
36. frūmentīs
37. longōs
38. nōn
39. patria
40. puellārum

B. Identify: (5)

1. penult and show using #27
2. ante-penult and show using #15
3. most numerous rule used.
4. diphthongs and vowels.
5. long by nature vs. long by position.

7. Latin 101/102 - PS on 1st decl.

I. Fill in the table:

case	ending		syntax
	sg.	pl.	
Nom.	________	________	
Acc.	________	________	
Abl.	________	________	

II. Use the above and give the Nom sg. for:

A.

1. island
2. shape
3. water
4. earth
5. frog
6. queen
7. life
8. victory
9. daughter
10. letter
11. Give an English sentence with this syntax for each. Do S only.

B. Do the same but in Nom pl. for:

1. wave
2. money
3. dinner
4. forest
5. family
6. moon
7. punishment
8. country
9. victory
10. tongue
11. Same as #11 above.

III. Use the above and give the ACC sg. for:

A.

1. frog
2. road
3. fortune
4. money
5. punishment
6. land
7. goddess
8. arrow
9. loot
10. island
11. Give an English sentence with this syntax of DO for each.

B. Now do the same for the below but in Acc pl.

1. girl
2. life
3. battle
4. moon
5. frog
6. tear
7. gate
8. wave
9. forest
10. victory
11. Repeat as in #11 above.

IV. Misc. Give as directed and use a sentence to show this syntax in English
Identify the case. DO - Direct Object
OOP - Object of Preposition

1. anger DO
2. island S
3. tears - DO
4. punishment - S
5. families - PN
6. sailors - S
7. glory - DO
8. arrows - S
9. women - PN
10. provinces - DO
11. moons - DO
12. house - OOP
13. dinner - S
14. frogs - DO
15. bank - DO
16. toga - S
17. memories - DO
18. letters - DO
19. earth - OOP
20. forest - S
21. shape - DO
22. water - S
23. money - DO
24. land - S
25. life - S
26. concern - DO
27. queens - PN
28. roads - DO
29. goddess - PN
30. timber - DO
31. flight - S
32. hours - DO
33. Spain - S
34. friendship - S
35. girl - PN
36. loot - S
37. daughters - PN
38. islands - PN
39. Rome - OOP
40. battles - DO

8. Latin 101/102 - PS on 1st conj.

I. Give the common aspect for these V.

1. spectamus
2. laudo
3. amatis
4. vocant
5. portas
6. laudat
7. servamus
8. navigamus
9. amatis
10. porto
11. laboras
12. migrat
13. amamus
14. numtiatis
15. laboramus

II. Trans or give the pres prog for these V.

1. amas
2. laudatis
3. occupant
4. liberatis
5. portat
6. migrant
7. occupas
8. laborant
9. laudat
10. portamus
11. amatis
12. navigas
13. monstratis
14. mandant
15. laudant

III. Trans or give the emp for these V.

1. navigat
2. spectatis
3. portamus
4. occupant
5. laboratis
6. amat
7. paramus
8. maturo
9. servamus
10. donat
11. amas
12. laudatis
13. mandas
14. incitatis
15. liberamus

IV. Trans by aspect as directed for these V.

1. vocamus (pres prog)
2. navigat (com)
3. laudant (emp)
4. spectas (emp)
5. laudas (presp)
6. portatis (com)
7. vocas (presp)
8. portatis (emp)
9. spectant (emp)
10. laudamus (presp)
11. occupat (com)
12. laboratis (presp)
13. navigo (emp)
14. migras (emp)
15. amo (presp)
16. spectant (com)
17. amant (com)
18. liberat (presp)
19. nuntiatis (com)
20. vocant (emp)

V. Put into Lt and ident the aspect.

1. I am loving
2. you (pl) do work
3. we set sail
4. they are seizing
5. they are living
6. I am giving
7. we do prepare
8. she loves
9. they do show
10. we are loving
11. I am praising
12. you (sg) do hasten
13. I guard
14. they are sailing
15. you (sg) are calling
16. we do carry
17. they do entrust
18. we are departing
19. I am showing
20. they are working
21. we do look at
22. you (pl) are loving
23. they are preparing
24. we entrust
25. I am calling
26. she is looking at
27. they do seize
28. we are saving
29. he loves
30. I do praise
31. we are sailing
32. I am working
33. she does carry
34. you (pl) arouse
35. we do give
36. I look at
37. she does carry
38. I work
39. we are entrusting
40. I am sailing
41. we do hasten
42. you (pl) prepare
43. we do love
44. she is loving
45. I am living
46. they praise
47. we seize
48. I do prepare
49. he gives
50. they do save
51. we are calling
52. they sail
53. we are carrying
54. they do look at
55. you (pl) seize
56. I am announcing

9. Latin 101/102 - PS - Fut tense

I. Form the Fut. and then translate the new form.

1. parat
2. navigamus
3. portatis
4. laudant
5. dono
6. paras
7. monstrat
8. occupamus
9. portatis
10. donamus
11. laudo
12. laborat
13. nuntiatis
14. mandant
15. portat
16. donant
17. nuntias
18. paramus
19. laudas
20. specto

II. Now go from Fut to Pres. and translate as directed.

e - emphatic
presp - present progressive
c - common

1. laudabis (e)
2. portabimus (presp)
3. monstrabunt (c)
4. parabo (presp)
5. laborabitis (e)
6. mandabimus
7. occupabo (presp)
8. laborabit (c)
9. spectabunt (presp)
10. navigabitis (c)
11. laudabo (c)
12. nuntiabunt (e)
13. spectabo (presp)
14. parabit (c)
15. nuntiabimus (presp)

III. Put into Lt. Then identify the tense.

1. I will hasten
2. you (sg) will praise
3. they do sail
4. I am loving
5. they will announce
6. we are working
7. you (pl) do show
8. we will work
9. he will sail
10. I carry
11. we will show
12. you will love
13. they are praising
14. I will work
15. she will love
16. you (pl) show
17. they will give
18. I will give
19. they are living
20. we will live

10. Latin 101/102 - PS (Practice Sheet) - Pf tense.

e - emphatic present
sim - simple
pres. pf - present perfect

1. spectare - to look at
conj in Pf
trans 3rd sg - e
____

2. laudare - to praise
conj in Pf
trans 1st sg - pres pf
____

3. portare - to carry
conj in Pf
trans 2nd pl - sim
____

4. mandare - to entrust
conj in PF
trans 1st pl - e
____

5. amare - to love
conj in Pf
trans 3rd sg - sim
____

6. tenere - to hold
conj in Pf
trans 1st pl - e
____

7. augere - to increase
conj in Pf
trans 2nd sg - Pres pf
____

8. docere - to teach
conj in Pf
trans 3rd sg - sim
____

9. terrere - to scare
conj in Pf
trans 1st sg - e
____

10. videre - to see
conj in Pf
trans 2nd pl - sim
____

11. mittere - to send
conj in Pf
trans 3rd pl - sim
____

12. agere - to drive
conj in Pf
trans 1st pl - pres pf
____

13. regere - to rule
conj in Pf
trans 1st pl - e
____

14. munire - to fortify
conj in Pf
trans 2nd pl - sim
____

15. esse - to be
conj in Pf
trans 3rd pl - pres pf
____

11. Latin 101/102 - PS Dat. & Acc. Drill - IDO-DO Construction

I. Fill in with proper endings.

__________ __________ V

1. a)________________(sailors)________________(money) donabimus

b)________________(the friend)______________(wagon) monstratis

c)________________(the girl)________________(rose) damus

d)________________(horses)__________________(food) monstrabo

e)_ ______________(the slaves)______________(island) monstras

f)________________(farmer)__________________(land) mandabis

g)________________(the bad girls)___________(pictures) dabit

h)_____________(the harsh slave)___________(duck) dono

i)_____________(the good sailors)__________(good water) monstras

j)______________(the great queen)__________(a new forest) datis

k)________________(the new slave)__________(a long frog) monstrabimus

l)______________(the small horse)__________(good food) dant

m)______________(the pleasing sailor)_______(great fame) donamus

n)______________(the little farmer)_________(clear water) monstro

o)________________(the many friends)________(a long life) nuntiamus

p)_______________ (the good girls)__________(a good horse)monstrabitis

2. Fill in the __________above the columns and comment on this V.

3. Give the name and case of the mystery guest.

12. Latin 101/102 - Summary of Verbs - Gram Families
- Tense Formations

I. Families

A IDO-DO

1. donare - to give
2. dare - to give
3. mandare - to entrust
4. monstrare - to show
5. nuntiare - to announce

B ad + Acc.

1. portare - to carry
2. navigare - to sail
3. migrare - to depart
4. movere - to move
5. venire - to come
6. maturare - to hasten (sometimes)

C Complementary Infin.

1. maturare - to hasten (often)
2. parare - to prepare
3. debere - to owe

13. Voc. List
Latin I - A decl nouns

1. aqua ae f - water
2. fama ae f -report, fame
3. familia ae f - family
4. fortuna ae f - fortune, luck
5. insula ae f - island
6. puella ae f - girl
7. silva ae f - forest
8. terra ae f - earth
9. via ae f - road, way
10. vita ae f - life
11. copia ae f - supply, abundance
12. cura ae f - care, concern
13. filia ae f - daughter
14. forma ae f - shape
15. hora ae f - hour
16. iniuria ae f - injury, injustice
17. littera ae f - letter
18. memoria ae f - memory
19. pecunia ae f - money
20. poena ae f - punishment
21. praeda ae f - plunder, loot
22. provincia ae f - province
23. pugna ae f - battle
24. regina ae f - queen
25. unda ae f - wave
26. victoria ae f - victory
27. amicitia ae f - friendship
28. casa ae f - house
29. cena ae f - dinner
30. disciplina ae f - training, instruction
31. gloria ae f - glory
32. gratia ae f - favor, thanks
33. lingua ae f - tongue, language
34. materia ae f - timber, material
35. patria ae f - fatherland country
36. via ae f - anger
37. dea ae f - goddess
38. femina ae f - woman
39. rana ae f - frog
40. porta ae f - gate
41. fuga ae f - flight
42. luna ae f - moon
43. sagitta ae f - arrow
44. ripa ae f - bank
45. toga ae f - toga
46. lacrima ae f - tear

47. agricola ae M - farmer
48. nauta ae M - sailor
49. poeta ae M - poet
50. auriga ae M - charioteer

Latin 101/102 - 2nd decl M nouns

1. carrus-i (M) - cart, wagon
2. equus-i (M) - horse
3. servus-i (M) - slave
4. amicus-i (M) - friend
5. cibus-i (M) - food
6. numerus-i (M) - number
7. animus-i (M) - mind
8. annus-i (M) - year
9. captivus-i (M) - prisoner
10. colonus-i (M) - settler
11. ventus-i (M) - wind
12. oculus-i (M) - eye
13. campus-i (M) - plain, level field
14. ludus-i (M) - game, school
15. legatus-i (M) - lieutenant, ambassador
16. remus-i (M) - oar
17. filius-i (M) - son
18. socius-i (M) - comrade
19. nuntius-i (M) - messenger
20. gladius-i (M) - sword

r nouns (mas.)

1. ager ri M - field
2. magister ri M - teacher
3. puer pueri M - boy
4. vir viri M - man
5. liber ri M - book

2 N Jobs

1. frumentum i N - grain
2. signum i N - sign, signal
3. bellum i N - war
4. oppidum i N - town
5. templum i N - temple
6. consilium ii N - plan, advice
7. praemium ii N - reward
8. auxilium ii N - aid, help
9. officium ii N - duty
10. pretium ii N - price, cost
11. caelum i N - sky, heaven
12. donum i N - gift
13. pilum i N - javelin
14. regnum i N - kingdom
15. initium ii N - beginning

14. Latin 101/102 - Verbs 1st conj. are jobs

1. amare - to love
2. laborare - to work, toil
3. laudare - to praise
4. parare - to prepare
5. portare - to carry
6. spectare - to look at
7. donare - to give, present
8. incitare - to arouse, stir up
9. mandare - to entrust
10. monstrare - to show, point out
11. navigare - to set sail, sail
12. nuntiare - to announce, report
13. occupare - to seize
14. probare - to approve of, test
15. pugnare - to fight
16. servare - to save, guard
17. evocare - to call out, summon
18. habitare - to live
19. liberare - to set free
20. migrare - to depart
21. vocare - to call
22. exspectare - to wait for, await
23. maturare - to hasten
24. appellare - to call, name
25. convocare - to call together
26.

27. esse - to be - Irr.

Remember -

a) This is the 2nd of 4 principal parts of the verb.

b) Take off re and you have the pres. stem.

c) pres. stem is also the 2nd sg. command form.

15. Adjectives

I. us, a, um.

	M	F	N
1.	bonus	a	um - good
2.	durus	a	um - harsh, hard
3.	longus	a	um - long
4.	magnus	a	um - great, large
5.	malus	a	um - bad
6.	multus	a	um - much, many
7.	novus	a	um - new, strange
8.	parvus	a	um - small
9.	clarus	a	um - clear, famous
10.	gratus	a	um - pleasing, grateful
11.	meus	a	um - my
12.	planus	a	um - flat, level
13.	quintus	a	um - fifth
14.	tuus	a	um - your (sg.)
15.	altus	a	um - high, deep
16.	amicus	a	um - friendly
17.	barbarus	a	um - foreign, barbarian
18.	aequus	a	um - even, just, calm
19.	latus	a	um - wide
20.	publicus	a	um - public
21.	verus	a	um - true
22.	commodus	a	um - suitable, convenient
23.	finitimus	a	um - neighboring
24.	firmus	a	um - strong

	M	F	N
25.	medius	a	um - middle, middle (of)
26.	perpetuus	a	um - constant
27.	reliquus	a	um - remaining, rest (of)
28.	tardus	a	um - slow, late
29.	varius	a	um - changing, varying
30.	egregius	a	um - distinguished, excellent

II. Drop e/Keep e

	M	F	N
1.	liber	libera	liberum - free
2.	noster	nostra	nostrum - our
3.	sacer	sacra	sacrum - holy, sacred
4.	pulcher	pulchra	pulchrum - beautiful
5.	vester	vestra	vestrum - your (pl.)
6.	integer	integra	integrum - untouched, fresh
7.	miser	misera	miserum - unhappy, wretched, poor

16. Latin 201/202 - Different uses of Abl. Case.

1. means - thing by which the action is done.
   - no prep.
2. agent - person by whom the action is done. Sometimes this can be an animal.
   - used with the passive voice.
   - a or ab + abl. - always
3. manner - expresses how, often a quality - courage, patience, speed usually like Eng. adv. of manner.
   - can be trans. as an ly adv.
   - cum + abl.
   - when the abl. is modified by an adj. - the prep. can and usually does drop out.
4. accompaniment - person going or being in company with another - can be in hostile way
   - venire + cum, or bellum gerere + cum
   - always have the prep
5. place - where, location
6. absolute - participle used with noun in abl. -
   - gives circumstances (time, reason, concession, condition
     when because although if
     after since)
     under or in which the main verb takes place.
   - sometimes an adj. replaces the participle but still goes in abl.
   - sometimes two nouns w. form of is (esse) understood.
7. time - indicates when an action took place.
   - usually no prep here, sometimes in + abl.
   - hieme, aestate, illo, hoc tempore are often used.
8. respect - denotes that in respect of which - e.g. - noble birth - nobilis genere - usually an adj. and then the noun the adj. refers to.

17.THE FATE OF THE MIGHTIEST NATION

Once upon a time, there was a country that was very small, and on the whole very good. Its citizens were proud and independent and self-reliant, and generally prosperous. They believed in freedom and justice and equality, but above all, they had faith. They had faith in their religion, their leaders, their country and themselves, and of course, they were ambitious. Being proud of their country, they wanted to make it bigger. First, they conquered the savage tribes that hemmed them in. They fought innumerable wars on land and sea with foreign powers to the east and west and south. They won almost all of the battles they fought, and conquered foreign lands.

It took many generations, but at last the good little country was the richest, the mightiest nation in the whole wide world, admired, respected, envied and feared by one and all. "We must remain the mightiest nation," said its leaders, "so that we can insure universal peace and make everyone as prosperous and decent and civilized as we are."

At first, the mightiest nation was as good as its word. It constructed highways, and buildings, and pipelines, and hygenic facilities all over the world, and for a while, it even kept the peace.

But being the mightiest nation in the world, its leader was the mightiest man in the world, and naturally he acted like it. He surrounded himself with a palace guard of men chosen solely for their personal loyalty. He usurped the powers of the senate, signing treaties, waging wars and spending public funds as he saw fit. When little countries far away rebelled, he sent troops without so much as a by-your-leave; and the mightiest nation became engaged in a series of long, costly, inconclusive campaigns in far away lands. So some disillusioned soldiers refused to obey orders and some sailors mutinied, even though their leader raised their pay. And in some places, the mightiest nation hired mercenaries to do its fighting, and because it was the richest, it worshipped wealth and the things wealth bought.

But the rich grew richer and the poor grew poorer through unfair tax laws. And in the capitol one of five were idle and on welfare. When the poor grumbled they were entertained by highly-paid athletes and the firing of expensive rockets into the air which sometimes fizzled. But the poor often rioted and looted and burned in their frustrated rage. Many citizens lost faith in their old religion and turned to oriental mysticism; and the young, wearing long hair and sandals, became Jesus freaks. Bare-breasted dancers, lewd shows and sex orgies were increasingly common; and the currency was debased again and again to meet mounting debts. Worst of all, the citizens came to learn their leaders were corrupt, that the respected palace guard was selling favors to the rich and sending spys among the people creating fear and distrust.

So it was that the people lost faith. They lost faith in their leaders, their currency, their rockets, their postal system, their armies, their religion, their laws, their moral values, their country, and eventually themselves; and thus, in 476 A.D., Rome fell to the Barbarians and the Dark Ages settled over Western Civilization.

18. Fun Worksheet

These Latin words will be used to answer the questions below:
MISSUS, TORMENTUM, UNDA, HIC, MITTENS, PONI, BELLI, URBS, DO, PAX, VICUS, SUUM, IUBET, VESTIS, LAUS, SALUTEM, MONS, DET, ET, DUX, MORTI, BELLO, ALTERUM, NOBILI.

1. What Latin word do you often hear in the sick room?
2. What did the gourmand do at the banquet?
3. Where did little Willie have a pain after eating green apples?
4. What domestic animal does a small boy most desire?
5. What animals do you often see in the barnyard?
6. What does Mother say to William to refuse him something?
7. What does the baker most often use?
8. What does the Englishman say when his cup is empty?
9. What does a person see in the morning?
10. What is kitchen-duty in the army called?
11. What does the witch doctor use as medicine?
12. When a private meets his officers, what must he do?
13. What do we wear on our hands in winter?
14. What do we say when something goes wrong?
15. What do soldiers carry on their backs?
16. What did the Romans do to their enemies with the weapon for hurling stones?
17. What does the tailor do to trousers which do not fit?
18. What does a lady do to her lovers in a breach of promise suit?
19. How does a husband refer to his wife when speaking to the boys?
20. What does a boy say when asked if he wants a ticket to the circus?
21. If you went to Avernus were would you be?
22. What is the opposite of east?
23. What is a synonym for vermin?
24. What Latin word describes a country cousin?
25. If a wave swallowed up a man, where would he go?

This is an example of macronic verse: a burlesque combination of a modern language with genuine Latin words, or with hybrids formed by adding Latin terminations to other roots.

Felis

I
A cat sedebat on our fence,
As laeta as could be;
Her vox surgebat to the skies,
Canebat merrily.
II
My clamor was of no avail
Though clare did I cry.
Conspexit me with mild reprof,
And winked her alter eye.

IV
I had sixshots; dixi, "Ye gods,
May I that felis kill!"
Quamquam I took six of her lives,
The other three sang still.
V
The felis sang with major vim,
Though man's aim was true
Conatus sum putare quid
In tonitru I'd do,

III

Quite vainly ieci boots, a lamp,
Some bottles, and a book;
Ergo, I seized my pistol, et
My aim cum cura took.

Puer in library,
  Legens a book,
Vidit puellam
  Dantem sweet look.
Puer shut text-book
  Magna cum sigh.
Quod pretty puella
  Clausit one eye.
"Veni cum me,"
  Sic dixit puer;
"Veni ex libris,--
  Have some fresh air."

VI

A scheme advenit in my head;
Scivi 'twould make her wince--
I sang! Et then the hostis fled
Non eam vidi since.

Itaque ex porta
  Exit the two,
Puella et stultus,
  Sub caelo Blue.
Ac non legit puer
  Nec Latin nec Trig;
Itaque he got
  A gradum not big.
Sed quoque receipt
  Osculas three,
Et quamquam he flunkit,
  Risit cum glee.

Fill in the spaces below with the three required "Latin" words. Can you tell what they mean? If your imagination doesn't fail you, you will be able to see that these are not really three Latin words, but four English words. The first is the word "to." Fill in the rest.

TO ______________ ______________ ______________

1. If Pluto was king of the Underworld, put the letter in spaces 1, 3, 11; otherwise put B.

2. If Vergil wrote the Galic Wars, put the letter G in space 10; otherwise put S.

3. If Venus was the goddess of Beauty, put an L in space 8; otherwise put D.

4. If videbo is the future active, indicative, first person singular of video, put U in space 7; otherwise put D.

5. If agricola means sailor, put A in space 6; if not, put M.

6. If the imperative plural of porto is portate, put E in space 5 and 9; otherwise put H.

7. If ego means you, put U in space 4. If ego means I, put I in space 4

8. If this is the most exciting day of your life, put O in spaces 2 nd 12. If it isn't put in spaces 2 and 12 the letter O.

The above is what is known as a fake Latin inscription. This particular one is supposed to have been used in Colonial times in hitching posts.

Here is another fake Latin inscription which was sometimes found in cattle pastures. What does it really mean?

FORCAT TLETOR UBTHE IRTA ILSON

19. - Socrates

TEACHER EVALUATION

Name of Teacher: SOCRATES

	Rating (high to low)					Comments
	1	2	3	4	5	
A. PERSONAL QUALIFICATIONS						
1. Personal appearance					x	Dresses in an old sheet draped about his body
2. Self-confidence					x	Not sure of himself - always asking questions
3. Use of English				x		Speaks with a heavy Greek accent
4. Adaptability					x	Prone to suicide by poison when under duress
B. CLASS MANAGEMENT						
1. Organization					x	Does not keep a seating chart
2. Room appearance				x		Does not have eye catching bulletin boards
3. Utilization of supplies					x	Does not use supplies
C. TEACHER-PUPIL RELATIONSHIPS						
1. Tact and consideration					x	Places student in embarrassing situation by asking questions
2. Attitude of class		x				Class is friendly
D. TECHNIQUES OF TEACHING						
1. Daily preparation					x	Does not keep daily lesson plan
2. Attention to course of study			x			Quite flexible - allows students to wander to different topics
3. Knowledge of subject					x	Does not know material - has to question pupils to gain knowledge
E. PROFESSIONAL ATTITUDE						
1. Professional ethics					x	Does not belong to professional association or PTA
2. In-service training					x	Complete failure here - has not even bothered to attend college
3. Parent relationship					x	Needs to improve in this area - parents are trying to get rid of him

RECOMMENDATION: Does not have a place in Education - should not be rehired.
Two films to accompany this exercise are Platos Apology: The Life and Death of Socrates (#1590) and The Death of Socrates (#1131).

20. Latin 201/202 - Pass V

I. Ident the aspect and convert to Pass. NCD if fits.

1. I am loving
2. We are finding
3. They are dragging
4. I seize
5. They are placing
6. We will scare
7. They order
8. I hear
9. We will rule
10. They write
11. They name
12. I am leading
13. She was carrying
14. We do send
15. You call
16. She is teaching
17. You will see
18. You do hasten
19. We are desiring
20. I lose

II. Same: aspect and into Pass.

1. They kept on awaiting
2. You were defending
3. We did love
4. I was keeping
5. She kept on praising
6. We used to hold
7. You were sending
8. I was leading
9. He was scaring
10. It was seeing
11. You used to live
12. She was fighting
13. We kept on increasing
14. They used to do
15. We were hearing

III. Ident or do as directed.

1. Contrast Act & Pass V.
2. Contrast transitive & trans V.
3. All ______________ voice formations are composed of some __________ verb + the ______________ of the V.
4. Esse & family are always ____________________ in nature & form.

21. Latin 201/202 - PS on Participle

I. Give English for Latin and Latin for English as directed.

1. given
2. portatum
3. navigatum
4. driven
5. praised
6. fought
7. scriptum
8. accessum
9. received
10. held
11. come together
12. positum
13. desired
14. caused
15. missum
16. visum
17. drawn
18. gestum
19. entrusted
20. actum
21. owed
22. auctum
23. nuntiatum
24. rectum
25. shown
26. done
27. inventum
28. taught
29. habitum
30. earned
31. loved
32. led
33. paratum
34. begun
35. mansum
36. territum
37. heard
38. lectum
39. munitum
40. moved

II. Give z (perfect participle 4th principal part) for y (perfect active 3rd principal part) for the following:

1. effec
2. cess
3. muniv
4. eg
5. docu
6. accep
7. ded
8. dux
9. incep
10. posu
11. scrips
12. rex
13. habu
14. audiv
15. trax
16. mis

22. Latin 201/202 - PS on 4th Prin Pt.

I. Give the 4th prin pt. of these V and a deriv for this part for these meanings.

1. increase
2. move
3. rule
4. earn
5. drag
6. read
7. hold
8. make
9. receive
10. yield
11. drive
12. write
13. teach
14. approach
15. see
16. remain
17. love
18. announce
19. carry on
20. give
21. work
22. lead
23. find
24. place
25. sail
26. carry
27. scare
28. send
29. hear
30. fortify

II. Trans the following and give time relationship of MV.

1. cessus
2. actus
3. auditus
4. captus
5. scriptus
6. auctus
7. tentus
8. visus
9. amatus
10. ductus

IV. Do as directed and put decl in __________.

1. legatus i M lieutenant
& legere - to choose
decl chosen lieutenants in pl.

____

2. oppidum i N town
& terrere - to scare
decl scared town in sg.

____

3. amicus i M friend
& exspectare - to await
decl in pl - awaited friends

____

4. signum i M sign
& dare - to give
decl given signs in pl.

____

5. coluber bri M snake
& invenire - to find
decl found snake in sg.

____

6. puella ae f girl
& ducere - to lead
decl led girls in pl.

____

IV. cont'd

7. populus i M people
& vocare - to call
decl in sg. - called people

____

8. carrus i M wagon
& agere - to drive
decl in pl - driven wagons

____

9. agricola ae M farmer
& audire - to hear
decl in sg & voc - heard farmer

____

10. What do all modifiers have
in common in form &
meaning?

23. Perf Pass system (z + us a um - sg.)
(z + i ae a - pl.)

	tense	+ gender	trans.
1. paratus est			
2. visi eramus			
3. defensi sunt			
4. ductus eras			
5. acta ero			
6. tracti erunt			
7. positae estis			
8. tenta es			
9. missi erant			
10. gesta sum			
11. missus erat			
12. cessi eritis			
13. lecta sum			
14. doctus eras			
15. recti sumus			
16. audita es			
17. accessae estis			
18. ducti erimus			
19. moti sunt			
20. scriptum erat			
21. laudata est			
22. tracti sunt			
23. territae sumus			
24. amata ero			
25. debitae estis			
26. habitus erat			
27. factae erunt			
28. posita eris			
29. capti eritis			
30. auditi eratis			

31. Give the fancy name for this double V form.

24. Latin 201/202 - PS on Relat. Pron.

I. Keep the first sentence the same and use the relative pron to combine into one sentence. Then put the mystery form in Lt. in the __________.

1. The general sent the grain to the men. We saw the men from Rome.

____

2. The farmers saw the girls. I heard the story about the girls.

____

3. They sailed to Rome with the soldiers. We gave the soldiers grain.

____

4. The laws were made by the men. I told the men news.

____

5. This province is rich in grapes. We saw the province's queen.

____

6. The peace was broken by the Romans. The Gauls defeated the Romans in battle.

____

7. The sisters left for Rome. I heard the tale about the sister's rabbit.

____

8. The Romans loved school. The class studied the Romans.

____

9. The signals were seen by the enemy. The general gave the signals.

____

10. The eels were very slippery. The eels were at the zoo.

____

11. Rome is a famous city. We have read much about Rome.

____

12. I love my teacher's tests. His tests are always interesting.

____

13. This country belongs to Caesar. We read about Caesar's famous conquests.

____

14. Gaul was conquered by the Romans. They gave the Romans supplies.

____

15. The queen rules many lands. We gave the queen rewards.

____

16. I know the man. The enemy killed the man.

____

17. Columbus sailed to a new land. The new land was full of mystery.

____

18. We love our leaders. The king showed the leaders great praise.

____

19. The towns are near Rome. They saw the towns from a distance.

____

20. The farmers love horses. Horses work hard on the land.

____

21. The man's kindness was wonderful. We all know the man.

____

22. The boys know the girl. They gave the girl a reward.

____

23. We carried the books in the house. We found the books.

____

24. I know the teacher. The teacher's test was hard.

____

25. We learned many things about Rome. The Romans lived in Rome.

____

25. Latin 201/202 - Abl. Abs. - PS

I. Translate literally and then put into appropriate English as directed by the teacher.

1. castris visis
2. flumine traducto
3. agricolā invento
4. frumentis paratis
5. nautis auditis
6. oppido munito
7. legato consulto
8. virtutibus scriptis
9. bello gesto
10. regnis occupatis
11. uvis lectis
12. pedibus auditis
13. hominibus liberatis
14. provinciā redactā
15. rege rogato
16. reginā laudatā
17. duce iusso
18. salute inventā
19. fossā munitā
20. legibus fractis
21. ducibus pressis
22. milite viso
23. tyranno interfecto
24. agro devastato
25. pede ligato
26. regibus missis
27. ducibus missis
28. periculo proviso
29. militibus missis
30. oppidis inventis

Put into Lt.

31. queen and love
32. islands and seize
33. leader and choose
34. foot and bind
35. home and find
36. gates and close
37. towns and love
38. province and reduce
39. rivers and cross
40. land and seek

II. Answer

1. All of the above constructions use the ____________ ____________. This special abl states the ______________ which surround the main verb. Such would be ______________ ____________ or ______________.

2. In this construction all nouns and __________________ must be in __________________ case.

26. Latin 201/202 - PS on demonstrative pron. and adj. forms

I. Fill in as directed with proper form and trans. (adj here)

A. hic haec hoc - this

1. ________________ puellae (pl)
2. ________________ militi
3. ________________ solem
4. ________________ puellae (pl)
5. ________________ mores
6. ________________ viris
7. ________________ socii
8. ________________ amico (D)
9. ________________ pericula
10. ________________ ducis
11. ________________ timores
12. ________________ navium
13. ________________ oppidum
14. ________________ regibus (Ab)
15. ________________ amicorum

B. ille illa illud - that

1. ________________ cupiditas
2. ________________ oratorum
3. ________________ ducibus (D)
4. ________________ deus
5. ________________ legibus (Ab)
6. ________________ maria
7. ________________ salute
8. ________________ vitas
9. ________________ amici
10. ________________ partem
11. ________________ aetatem
12. ________________ regi
13. ________________ noctium
14. ________________ fontium
15. ________________ civis (G)

C. idem eadem idem - same (indefinite)

1. ________________ elephantus
2. ________________ civitatem
3. ________________ rationis
4. ________________ frumentum
5. ________________ opibus
6. ________________ pedes
7. ________________ doloribus (Ab)
8. ________________ amor
9. ________________ silvas
10. ________________ anno

II. Give the correct form in one word only for these meanings as directed. ______________ only. (Pronoun here)

1. those soldiers (Acc)
2. this girl (Nom)
3. those leaders (D)
4. them (D)
5. him
6. these dangers (Ac)
7. this thing (Ac)
8. she
9. her
10. that toad (N)

III. Use the AUNTS and put into Lt., the ___________ only.

alius	a	ud	
alter	era	erum	
unus	a	um	- G (sg)
ullus	a	um	ius
uter	ra	rum	
neuter	ra	rum	D (sg)
nullus	a	um	i
totus	a	um	
solus	a	um	

1. of the entire province
2. for the boy only
3. to one girl
4. for any leader
5. of no man
6. no soldiers (N)
7. of another life
8. for the friend alone
9. neither girl (Ac)
10. of another town

IV. Do as directed and put decl in ________.

1. mare maris N sea
   & ille illa illud
   decl in sg.

   ____

2. ordo ordinis M rank, order
   & totus a um - whole
   decl in sg.

   ____

3. laus laudis f praise
   & unus a um - one
   decl in sg.

   ____

4. periculum i N danger
   & hic haec hoc - this
   decl in sg.

   ____

5. Relate modifiers for #2 & 3.

27. Latin 301/302 - PS on Infin & Participle

V/N

I. Infin -

A. Pass Pres. - are - ari
- ere - eri - to be + pp.
- iri iri
- ere i

Form Pres Pass for these Verbs & trans. - Same time as main V

1. recipere
2. obtenere
3. monstrare
4. amittere
5. capere
6. docere
7. amare
8. gerere
9. ducere
10. audire

B. Perf Act - y + isse - to have + pp. Before main V

Form & trans. Pf Act for these V.

1. cedere
2. mandare
3. manere
4. sperare
5. consulere
6. dare
7. cernere
8. properare
9. videre
10. dicere
11. premere
12. tenere
13. ponere
14. impedire
15. merere

C. Perf Pass - z + $\overset{\text{us}}{\underset{\text{um}}{\text{A}}}$ + esse - to have been = pp. Time before main V

Form & trans. Pf Pass for these V.

1. scribere
2. petere
3. canere
4. exclamare
5. tradere
6. eripere
7. fovere
8. occupare
9. mugire
10. ponere
11. exspectare
12. terrere
13. tangere
14. invenire
15. habere
16. legere
17. convenire
18. habitare
19. convocare
20. esse

D. Fut. Act - to be about to + root - after main V

Form & trans. Fut. Act for these V. z + urus A um

1. frangere
2. vertere
3. expedire
8. superare
9. ligare
10. timere

4. relinquere
5. stare
6. currere
7. rogare
11. respondere
12. navigare
13. trahere
14. venire
15. colere

E. Fut Pass Infin - very rare - $\underline{z +} \begin{matrix}\text{us}\\ \text{a}\\ \text{um}\end{matrix} \underline{+ \text{ire}}$ after main V
to be about to be + pp.

Form Fut Pass & trans for these V.

1. intercipere
2. audire
3. merere
4. pellere
5. movere
6. terrere
7. agere
8. augere
9. debere
10. accedere

II. Ident the infin & trans - give time with main V.

1. legisse
2. gesturam esse
3. fugituros esse
4. pulsas esse
5. audiri
6. mota esse
7. rexisse
8. tangi
9. tractum esse
10. dari
11. debitas esse
12. posuisse
13. doceri
14. fugere
15. factos esse
16. auxisse
17. mittam esse
18. cessuras esse
19. navigavisse
20. incepisse
21. mandari
22. portaturos esse
23. invenisse
24. terruisse
25. fugisse
26. moneri
27. accepta esse
28. statum esse
29. contenta esse
30. duxisse
31. pepulisse
32. capi
33. dedisse
34. auditum esse
35. agi

III. Participle - Adj/V

A. Perf Pass - z + us A um - having been + pp. Before main V

Form Perf Pass for these V & trans.

1. defendere
2. tenere
3. reducere
4. accipere
5. afficere
6. merere
7. laudare
8. munire
9. esse
10. intellegere
11. cupere
12. facere
13. submittere
14. suscipere
15. dubitare
16. proponere
17. cogere
18. sustinere
19. iubere
20. conservare

B. Fut. Act - z us + A um - about to - After main V

Form Fut. Act for these V & trans.

1. incipere
2. petere
3. amare
4. currere
5. docere
6. dimittere
7. manere
8. dolere
9. cernere
10. gustare
11. nocere
12. premere
13. ponere
14. spectare
15. trahere
16. rapere
17. habitare
18. impedire
19. capere
20. timere

C. Fut. Pass - called the gerundive. This + esse called the 2nd periphrastic. After main V.

1. capere
2. dare
3. recipere
4. tangere
5. jungere
6. juvare
7. ducere
8. lacessare
9. torquere
10. errare
11. ascendere
12. navigare
13. habere
14. dividere
15. imperare
16. gerere
17. laudare
18. indicare
19. amare
20. intellegere

D. Pres. Act - Pres. stem. + ns - ing part - ST as main V

A. Form Pres. Act & trans for these V.

1. portare
2. docere
3. tangere
4. munire
5. ponere
6. laudare
7. gerere
8. venire
9. capere
10. audire
11. movere
12. consulere
13. defendere
14. navigare
15. tradere
16. trahere
17. dormire
18. augere
19. agere
20. monere

IV. Ident the participle, trans, and give time with main V.

1. liberandi
2. mittens
3. vocatus
4. dolens
5. incipiens
6. portandi
7. scriptus
8. movendos
9. gesturae
10. populans
11. cavendos
12. delectatae
13. audiens
14. docendum
15. legendae
16. trahendus
17. laudata
18. faciendorun
19. motum
20. devastans
21. cessuras
22. monstrans
23. cupituros
24. relictae
25. fugiens
26. canens
27. tradens
28. pressuri
29. ponendarum
30. creditun

28. Latin 301/302 - PS

I. Identify the following as to purpose, result, indirect question, or cum clauses.

1. Many have wondered how many stars are in the sky.
2. The jewels shone so beautifuly that they seemed to be stars.
3. Although many Greek leaders could be bribed, Pericles could not.
4. Since the rains were so terrible we couldn't go to the game.
5. I asked the teacher why he made this practice sheet.
6. We learn Latin to better understand the Romans.
7. After he stormed the Belgae, Caesar sailed to Britain.
8. The monkey was so fat he couldn't fit into the room.
9. Today we found out where the Romans had pitched camp.
10. They sent the soldiers to capture the town.
11. What mood do all the above use?
12. What other construction covered is not here?

II. As concerns sequence of tenses:

1. Use primary ______________ with primary _________ and _________ indic with _____________ sub.
2. Primary indic are ________ _________ __________ or _________ (with have); and second indic are ________ _________ and _________ (without have).
3. As concerns the subj sequence - use ________ for ST or after for primary and ___________ for before; for secondary subj use Plupf for ___________ and ___________ for __________ or __________.

III. Do as directed and give Lt. for the underlined.

1. Caesar stormed the province to secure (obtinere parare) grain.
2. The storm was so great we didn't arrive (pervenire) in Rome until morning.
3. Let the provinces be seized. (occupare)
4. Lucretius taught in what manner the world had been made.
5. After the conspirators were arrested (comprehendere), Caesar summoned the Senate.

6. Identify the above constructions.

7. Purpose clauses use __________ + subj. for positive and __________ + subj. for negative; result use __________ + subj. for positive and __________ __________ or __________ present in the sentence.

8. A clue for indir. quest. is always a __________ present. This construction operates on __________ of __________.

9. Cum + subj, giving the circumstances of the main verb is used for our ______________________ construction.

29. Latin 301/302 - PS on Subj.

I. Do as directed & put conj in ______.

1. vincere - to conquer
conj in Pres. Subj.
trans 3rd pl.

____

2. amare - to love
conj in Pres Subj.
trans 1st pl

____

3. punire - to punish
conj. in Pres. Subj.
trans 1st sg.

____

4. mittere - to send
conj. in Pres Subj.
trans 2nd pl.

____

5. currere - to run
conj in Pres Subj.
trans 3rd sg.

____

6. tendere - to stretch
conj in Pres Subj. Pass
trans 3rd pl.

____

7. terrere - to scare
conj in Pres Subj. Pass
trans 1st pl.

____

8. occupare - to seize
conj in Pres Subj. Pass
trans 3rd sg.

____

9. agere - to drive
conj in Pres Pass Subj.
trans 3rd pl.

____

10. monere - to war
conj in Pres. Pass. Subj.
trans 2nd pl.

____

11. Contrast 1-5 w. 6-10.

30. Latin 301/302 - Q (50)

I. Do as directed and put conj in ______. (35)

1. irasci - become angry
conj in Impf
trans 3rd sg. cust

____

2. fateri - to confess
conj in Pf F
trans 1st pl.

____

3. oriri - to rise
conj in Fut
trans 2nd sg.

__________________ _

4. uti - to use
conj in Pres
trans 1st sg.

____

5. Comment on #1 & 2
regarding special friends
for case adjuncts. (2)

6. Give one like #4 but
more possessive for its
amicable case. (1)

II. Comment or identify these critters. Be specific on cum jobs.

1. Cum + pres subj . . . Imper
2. Indic + sic . . . ut non + subj.
3. Si + Impf Subj . . . Impf Subj.
4. Subj + no indic.
5. cum + indic . . . indic
6. Si + pres subj . . . pres subj.
7. Indic + ne + subj.
8. Si + Fut Pf . . . Imper -
9. cum + subj . . . tamen + indic
10. primary Indic with prim subj rule for -
11. Verba declarandi et sentiendi + Infin -
12. ordiri - to begin
13. tanta + Indic . . . ut + subj.
14. Si + Plupf Subj . . . Plupf subj.
15. Vesci - to feed on -

31. Latin 301/302 - Deponent verbs. Pass form/Act meaning

1st conj. Here over 1/2 of these verbs are located, all regular: or, ari, atus

	1st	2nd	3rd + sum	mean
1.	conor	conari	conatus	try
2.	hortor	hortari	hortatus	encourage
3.	miror	mirari	miratus	wonder, admire
4.	moror	morari	moratus	delay

2nd conj.

1.	fateor	fatēri	fassus	confess, admit
2.	polliceor	pollicēri	pollicitus	promise
3.	vereor	verēri	veritus	fear

3rd conj.

1.	fruor	frui	fructus	enjoy
2.	fungor	fungi	functus	fulfill, discharge
3.	gradior	gradi	gressus	step
4.	aggredior	aggredi	aggressus	attack
5.	ingredior	ingredi	ingressus	enter
6.	progredior	progredi	progressus	advance
7.	irascor	irasci	iratus	angry
8.	labor	labi	lapsus	fall
9.	loquor	loqui	locutus	speak
10.	morior	mori	mortuus	die
11.	nascor	nasci	natus	be born
12.	obliviscor	oblivisci	oblitus	forget
13.	patior	pati	passus	suffer
14.	plector	plecti	plexus	clasp
15.	proficiscor	proficisci	profectus	set out
16.	revertor	reverti	reversus	return
17.	sequor	sequi	secutus	follow
18.	ulciscor	ulcisci	ultus	avenge
19.	utor	uti	usus	use

4th conj.

1.	adsentior	adsentiri	adsensus	assent
2.	experior	experiri	expertus	try, make trial of
3.	orior	oriri	ortus	rise
4.	ordior	ordiri	orsus	begin

32. Latin 301/302 - Summary of Indic and Subj.

A. Conditions - *indic*

Simple or *Open* Conditions - no implication of fulfillment.
If A is true B is true
was was
will be will be.

1. present or past - If A is then B is
or A was " B was. Impf.
Perf.

2. Fut - *Vivid future* - If A will be (is) then B will
will have been (is)

B. Conditions - *Subj*.

1. should - would - *ideal condition*
If A should B would

2. contrary to fact - *unreal conditions*
a) If A were doing B would be (A is *not* doing.) Si + impf. subj...
Impf Subj.
b) If A had done B would have been (A did *not* do)-Si + Plupf Subj...
Plupf Subj.

C. Old Friends using the Subj.

1. Only indep subj - volitive
2. Indic and ut (ne) + subj = purpose
3. Indic (ita, adeo, sic) and ut (ut non) + subj - result
4. Indic question and subj - Indir. Quest.
5. Cum + Impf Subj and Indic - Subsit for abl abs.
Plupf " - "
6. Cum + subj... *tamen* + indic - cum concessive
autem " "

33. Latin 200-300 - Summary of 3rd decl nouns.

Mas.

adulescens adulescentis - youth
amor amoris - love
auctor auctoris - author, founder
consul consulis - consul
dolor doloris - pain, grief
dux ducis - leader
frater fratris - brother
homo hominis - man
honor honoris - honor, esteem
labor laboris - work, effort
miles militis - soldier
mos moris - habit, custom
orator oratoris - speaker
ordo ordinis - rank, class
pater patris - father
pes pedis - foot
princeps principis - chief
rex regis - king
sol solis - sun
timor timoris - fear
(20)

Fem.

aestas aestatis - summer
aetas aetatis - age, period of life
auctoritas auctoritatis - authority, influence
celeritas celeritatis - speed, quickness
civitas civitatis - state
condicio condicionis - condition, terms
cupiditas cupiditatis - desire
hiems hiemis - winter
laus laudis - praise
lex legis - law
libertas libertatis - freedom
lux lucis - light
mater matris - mother
occasio occasionis - opportunity
oratio orationis - speech
ops opis - help, aid
pax pacis - peace
potestas potestatis - power, ability
ratio rationis - reason
regio regionis - region
salus salutis - safety, welfare
senectus senetutis - old age
servitus servitutis - slavery
soror sororis - sister
veritas veritatis - truth
virgo virginis - maiden

Fem., cont'd

virtus virtutis - courage, character, worth
vis (Gen not used) - power, force
vox vocis - voice
(29)

Neu.

caput capitis - head
cor cordis - heart
corpus corporis - body
flumen fluminis - river
genus generis - kind, class
iter itineris - road, journey
ius iuris - right
munus muneris - service, office, duty
nomen nominis - name
opus operis - work, task
scelus sceleris - crime, evil deed
tempus temporis - time
vulnus vulneris - wound
(13)

---

i stems

Mas.

civis civis - citizen
finis finis - end, boundary
hostis hostis - enemy
ignis ignis - fire
mensis mensis - month
mons montis - mountain
senex senis - old man
(7)

Fem.

ars artis - art, skill
frons frontis - forehead, front
gens gentis - clan, nation, race
mens mentis - mind
mors mortis - death
navis navis - ship
nox noctis - night
pars partis - part, side
urbs urbis - city
(9)

Neu.

mare maris - sea
(1)

34. Latin 200-300 - 3rd decl adj.

I.

2 term

facilis e - easy
fortis e - brave, strong
omnis e - all
familiaris e - friendly
communis e - common
nobilis e - noble
gravis e - heavy, severe
levis e - light
utilis e - useful
humilis e - low, humble
difficilis e - difficult
similis e - similar, like (to)
dissimilis e unlike

1 term

par (paris) - equal
praeceps (praecipitis) - headlong, steep

3 term

celer celeris celere - quick, swift
acer acris acre - sharp, keen

II. Interesting AUNTS - 9 oddball forms in G (sg) ius & D (sg) i

A (2) alius a ud - other
another
alter era erum - other

U (3) unus a um - one
ullus a um - any
uter ra rum - which (of two)

N (2) nullus a um - no, none

(N) neuter ra rum - neither (of two)

T totus a um - whole, entire

S solus a um - only, alone

35. Latin 301/302 - 4th and 5th decl.

I. 4th decl. Mas.

casus us - fall, chance, accident

exercitus us - army

impetus us - attack

senatus us - senate

fructus us - fruit, profit, enjoyment

metus us - fear

versus us - verse, line

sensus us - feeling, sense

portus us - harbor

equitatus us - cavalry

vultus us - face

tumultus us - disturbance, uprising

magistratus us - civil office, magistrate

currus us - chariot

gradus us - step

luctus us - grief

spiritus us - spirit

usus us - advantage

cursus - us - course, running

secessus us - retreat

lacus us - lake

Fem

manus us - hand, band

domus us - home

ficus us - fig tree

quercus us - oak tree

Neu

genu us - knee

cornu us - horn

veru us - spit

II. 5th decl. Fem

res ei - thing, affair

species ei - appearance, form

spes ei - hope

fides ei - faith

acies ei - battle line

____

pernicies ei - slaughter, disaster

effigies ei - image, likeness

____

Mas

dies ei - day

meridies ei - noon, south

36. TENNYSON: THE LOTOS-EATERS

'Courage!' he said, and pointed toward the land,
'This mounting wave will roll us shoreward soon.
In the afternoon they came unto a land
All round the coast the languid air did swoon,
Breathing like one that valley stood the moon;
And, like a downward smoke, the slender stream
Along the cliff to fall and pause and fall did seem.

A land of streams! some, like a downward smoke,
Slow-dropping veils of thinnest lawn, did go;
And some thro' wavering lights and shadows broke,
Rolling a slumbrous sheet of foam below.
They saw the gleaming river seaward flow
From the inner land; far off, three mountain-tops,
Three silent pinnacles of aged snow,
Stood sunset-flush'd; and dew'd with showery drops,
Up-clomb the shadowy pine above the woven copse.

The charmed sunset linger'd low adown
In the red West; thro' mountain clefts the dale
Was seen far inland, and the yellow down
Border'd with palm, and many a winding vale
And meadow, set with slender galingale; -(plant with aromatic roots)
A land where all things always seem'd the same!
And round about the keel with faces pale,
Dark faces pale against that rosy flame,
The mild-eyed melancholy Lotos-eaters came.

Branches they bore of that enchanted stem,
Laden with flower and fruit, whereof they gave
To each, but whoso did receive of them
And taste, to him the gushing of the wave
Far far away did seem to mourn and rave
On alien shores; and if his fellow spake,
And deep-asleep he seem'd, yet all awake,
And music in his ears his beating heart did make.

They sat them down upon the yellow sand,
Between the sun and the moon upon the shore;
And sweet it was to dream of Fatherland,
Of child, and wife, and slave; but evermore
Most weary seem'd the sea, weary the oar,
Weary the wandering fields of barren foam.
Then some one said, 'We will return no more;'
And all at once they sang, 'Our island home
Is far beyond the wave; we will no longer roam.'

ARTES LATINAE APPENDIX

These materials should prove especially helpful for those teaching multiple levels or individualized or program learning.

LEVEL 101/102

UNIT REVIEW AND PRACTICE GUIDE 7-8-9

General instructions. Go over all the test information items at the end of your test book unit. Be sure to include a careful review of vocabulary. Check yourself on the review questions and drill which are given below. If you are unable to answer any questions, ask the teacher for assistance.

Unit 7

Quis and quem are parts of speech called ____________________
The meaning of quis is ______________; and of quem is ______________
An intensifier, such as etiam, is used in a sentence to ______________
It is one form of a part of speech called an ______________

Unit 8

Define derivative. Why are they so important in your study of Latin?
Give 3 Latin words and their English derivatives as examples.

____

It is/is not possible to expand a sentence by using 2 kernels: A sentence may also be expanded by having ______________ added.

To ask a yes-or-no question the signal __________ is added to __________.
A yes answer is given by ______________. A no answer is given by ______________. The word an means __________.
The answer to a question containing an will be ______________.
In a Latin sentence the most emphatic word comes ______________.

An antonym is a word that means ______________ of another word.

Mark the structure (s-m-t): Diem nox premit, dies noctem.

An, et, and sed are types of words called ____________________.

Translate to English:
Habetne unus capillus suam umbram?
Quis crudelem medicum facit?
Cognoscitne fur furem?
Regitne Fortuna an Sapientia vitam?

Unit 9

In this lesson you learned a new case of a noun: ______________ case.
You also learned a new part of speech which comes before a noun and causes it to modify some other word in the sentence; it is called a ______________.
Three Latin examples of this type of word are ________, ________, ________.

Groups of nouns which change ending in the same pattern are called ________.
There are how many of these? ________
Ablatives of 1st declension end in the letter ________
Ablatives of 2nd declension end in the letter ________
Ablatives of 3rd declension end in the letter ________
Ablatives of the 4th declension end in the letter ________
Ablatives of the 5th declension end in the letter ________

These ablative endings also furnish the characteristic vowels of each declension. Write the paradigm for these NEW words (you can predict the endings).

casa (house)	carrus (car)	finis (end)
__________	__________	__________
__________	__________	__________

While English uses the preposition "by means of," Latin expresses the same idea using only ____________________. The grammatical term for this is ABLATIVE OF MEANS. Translate these 3 words:

leget = __________

pecunis = __________

die = __________

Two vowels, such as o+e sounded together are called a ____________________

Write an English derivative for each of these Latin words:

nox __________ juvenis __________ poena __________

femina __________ mus __________ canis __________

Complete the paradigm of quis:

quis

____

____

What declension should quis belong to?

What case is quo? ____________________. When will this form be used in sentences?

Translate to English.

Quis vitam regit?

Manetne infans cum feminā?

Femina cum juvene stat.

UNIT REVIEW AND PRACTICE GUIDE 10-16

GENERAL INSTRUCTIONS. Go over all the test information items at the end of your text book unit. Be sure to include a careful review of vocabulary. Check yourself on the review questions and drill which are given below. If you are unable to answer any question, ask the teacher for assistance.

Unit 10

The ablative form showing characteristic vowel of the 4th declension is ______; of 5th declension ______. The variant for the characteristic vowel of 3rd declension adjectives is ______.

In quo loco means ______. It is answered by using the preposition ______ + ______.
Cum quo means ______. Quo means ______.

Write these short sentences in Latin:
Who is with the frog?
In what place is the monkey?
The young man is on the step.
The man is having a quarrel with the woman.

ABLATIVE OF MEANS = the word in the ablative case alone. It will normally be a non-personal word. Give the translation of the ablatives of means:

die = ______ veste = ______
laude = ______ manu = ______

Also see pp. 51-55 in your text book.

Write the paradigms:

Nouns		Adjectives		
vulpes	effigies	facilis	hilaris	canis
______	______	______	______	______
______	______	______	______	______

The names of 4 Latin authors whom you should recognize were: ______, ______, ______, ______, ______.

Unit 11

If a verb ends in -t, it means that the subject ______.
This kind of verb is called ______.
If a verb ends in -tur, it means the subject is having the action ______.
This sort of verb is called ______.
The ending for an active verb is the letter ______. The ending for a passive verb is the letters ______. "Lavat" means ______; "lavatur" means ______.

ABLATIVE OF AGENT is used with the passive to show who acts. It consists of the Latin preposition ______ + the noun in ______ case. There are 2 spellings of this new preposition. Explain the difference in usage for the 2 spellings. The question phrase a quo means ______.

Translate and answer these questions.
Quis in re incertā cernitur?
A quo saepe tenetur aper?
Quem canis saepe tenet?

Separating an adjective from the noun it modifies has the effect of ________.

Write the paradigms for practice:

res facilis	hilaris juvenis
____________________	____________________
____________________	____________________

Change this sentence from active to passive.
Canis canem cognoscit. = ______________________________

Unit 12

A personal noun is one that names ______________________________
A noun that does not name living things is called ____________________.
The question word for a non-personal subject or object is ______________.
This form is called ambiguous because it ______________________.
Ambiguous forms (do/do not) show a contrast between the nominative and accusative cases. Give the paradigm of the personal question pronoun: __________

____

____

Give the paradigm of the non-personal question pronoun: __________

____

____

Think of 3 ways in which you can figure out whether quid is a nominative or accusative form. (This also works on ambiguous nouns.)

A quo? asks for a (personal/non-personal) reply. Quo asks for a (personal/non-personal) answer. A quo? means ______________. Quo? means __________.

Non-personal nouns form 1 part of the 2nd declension. They are called "ambiguous" because: ______________________________________.
Write the paradigm of any ambiguous 2nd declension noun: __________

____

____

There are also ambiguous forms in a part of 3rd declension. This means the 2 forms, ______________ case and ______________ case, are similar. Write the paradigm of the 3rd declension ambiguous noun that you have just learned.

____

____

____

Another important question form is qualis. It has the forms of ____________ declension. This word is what part of speech? ____________ Therefore, the answer to qualis? will be what part of speech? __________ Qualis means _____.

Transform to passive: Quercum taurus videt. ____________________
Translate your version to English. ____________________

Unit 13

An important new concept in this lesson was the idea that an adjective will AGREE with the noun it modifies in 3 respects: __________, __________, and __________. However, an adjective and the noun it modifies (do/do not) have to be identical declensions.

In order to modify any noun, each adjective must be able to be ______ (how many) GENDERS. GENDER is another word to indicate whether a word is M-F-or N.

There are 2 groups of adjectives: those which belong to the ______ declension, and those in ______ declension. Using bonus, bona, and bonum write the correct spelling of the adjective for each of these words:

__________ opus __________ judex __________ vulpes
__________ vestem __________ mens __________ regnum
__________ mente __________ vita __________ judice
__________ corpus __________ tauro __________ corpore

Bonus, -a, -um, spans both 1st and 2nd declensions. The other type of adjective is 3rd declension. Practice the paradigm of:

omnis ______ omne ______ crudelis ______ crudele ______ qualis ______ quale ______

The form crudelis is both __________ and __________ genders. Crudele is __________ gender.

Select the correct form of qualis for each noun given below.

__________ vitium __________ equus __________ vitio
__________ vinum __________ re __________ femina
__________ mente __________ equum

Practice the paradigm of 2 new 3rd declension neuter (ambiguous nouns:)

corpus __________ genus __________

Quid agit? is a new question form that means ____________________?
Give the meanings of these review question words.

quis? __________ quid agit? __________ quo? __________
a quo? __________ qualis? __________ -ne __________
quid? __________ (in) quo loco? __________
cum quo? __________ an? __________

Another new question form is the adjective quantus? Quantus, quanta, and quantum ask ____________________?

Practice the adjective sanus, -a, -um in the following paradigms:

sana femina
____
____

sanum dictum
____
____

sanus juvenis
____
____

sana anus
____
____

sana res
____
____

sanus vir
____
____

sana mens
____
____

sanum corpus
____
____

sanus saltus
____
____

Unit 14

In this lesson you learned the plural forms for 1st and 2nd declensions.

	PL.		PL.
a =	______________	us =	______________
am =	______________	um =	______________
ā =	______________	o =	______________

When a subject is singular, an active verb ends in the letter __________, to indicate "he, she, or it," or it may end with the letters ______________ to show passive voice. When the subject is plural, the active verb of a sentence ends in ______________(meaning "they") or with ____________ as passive form.

You now should know the plural of quis?

S.	PL.
quis =	____________________
quem =	____________________
quo =	____________________

Mark the s-m-t of these questions; then translate each.

Quid non agunt lacrimae?
Quale consilium capiunt feminae?
Quos non capit aquila?
A quo muscae non capiuntur?

UNIT 13 (EXTRA PRACTICE)

Review the paradigms in frames:

1
2
4
67
68
69
248
289
311
149
150
151
154
158
159
336
337
and 370-386

How would you answer these questions in Latin?

What does a sound mind possess?__________________ __________________

What sort of body has an unsound mind?__________________ __________________

Quali in corpore est mens insana?__________________ __________________

Qualem datorem diligit amicus?__________________ __________________

Qualis vir blandā oratione capitur?__________________ __________________

Quali a fonte defluit aqua impura?__________________ __________________

Unit 15

More plurals! In 3rd declension accusative -em changes to __________ to form the plural. In 4th declension -um changes to plural __________ (macron!). In 5th declension accusative -em changes to plural __________.

Write a full paradigm of:

res bona		anus blanda	
fons purus		magnus dens	

When ambiguous forms such as mures occur in a sentence there are several clues which can be used to determine whether you have a nominative or accusative form on your hands. Can you recall these means? If not, see frames 142-173.

Complete this paradigm.	quis	

Est means __________. Its plural is __________, meaning __________. How does the subject of the sentence determine whether est or sunt will be used?

mark the s-m-t of each question. Translate.

> A quibus muscae capiuntur?
> Ex quibus asinus cognoscitur?
> Timentne stulti an sapientes Fortunam?
> Quales viri Fortunam ferunt?
> Quantos aures asinus habet?

Unit 16

Neuter plurals. As you have found out this is a complicated chapter. Work slowly as you review and see the teacher with any questions.

The signal for neuter plural of nouns and adjectives is __________. This form if found in both __________ case and in __________ case. (Remember ALL neuters are ambiguous.)

Write a full paradigm of:

auxilium bonum		animal cautum	

Unit 16 cont'd

opus magnum	____________	forte corpus	____________
____________	____________	____________	____________
____________	____________	____________	____________

quale consilium	____________
____________	____________
____________	____________

Recall from Unit 15 the 3 ways to tell whether an ambiguous form is nominative or accusative case. Write them:

1. ____
2. ____
3. ____

Participles are forms of ________________ used as ________________. Participles have tense or time designations. Currens is an example of a ____________ (tense) participle. Currens translates as ________________ declension. How many genders are used? ________ How many spellings are there for a present participle in the nominative case? ____________ Write the paradigm of:

M-F sing. & Pl.		N sing. and plural	
Metuens	____________	metuens	____________
____________	____________	____________	____________
____________	____________	____________	____________

How would you translate metuens? ____________ timens ________________ videns ________________.

Provided below are forms of INTERROGATIVE PRONOUNS (question words). Extra blanks are given to add remaining forms you will learn later. Be sure to know these forms and to be able to translate them.

WHO? (Singular)	M-F	N
	quis	quid
	quem	quid
	quo	quo
	____________	____________
	____________	____________

WHO? (Pl.)	M	F	N
	qui	quae	quae
	quos	quas	quae
	quibus	quibus	quibus
	____________	____________	____________
	____________	____________	____________

There is also an INTERROGATIVE ADJECTIVE. (WHAT?--as in what animal?, what book?, what time?) Note the M-F-N each have separate forms; this makes it possible to modify nouns of any gender.

WHAT? (Singular)	M	F	N
	qui	quae	quod
	quem	quem	quod
	quo	qua	quo

WHAT? (Pl.)	M	F	N
	qui	quae	quae
	quos	quas	quae
	quibus	quibus	quibus

The plural forms of the adjective are exactly the same as the pronoun on the preceeding page. You will know it is an adjective if it modifies a noun; it is a pronoun if it is used as a noun (that is, it stands alone).

You should also recall 2 other interrogative adjectives:

__________________ = how big, how much? ______________ = what kind of?

Notice that these adjectives follow regular 1st-2nd or 3rd declension forms.

Paradigm practice. Do these orally or write on the back of the page.
Do as many as you feel you need to practice.

fortis animus
nolens vir
qui orbis?
quae pecunia?
blanda anus
currens canis
parva res

grave fatum
bonus Deus
magna auris
quod membrum?
currens animal
gravis poena
omnis veritas

UNIT 17 REVIEW AND PRACTICE

I. You have learned 3 sentence structure types: ____________________, ____________________, and ____________________. The fourth type presented in this lesson was ____________________.

Transition verbs are verbs which take ____________________.
Intransitive verbs are those that do not or cannot have an ____________.

The new sentence structure (s-s-est) consists of these parts: ____________, ____________, and ____________.
These sentences are ambiguous; that is, you can't tell ____________________ ____________________.

The verb est means ____________; sunt means ____________ ____.

II. Word endings. What is a suffix?
-tia as an ending means ____________. It becomes the ending ____________ in English. -tas means ____________________. In English is becomes ____________. -or means ____________. In English it is spelled ____________________.
The endings make ____________ out of adjectives.

III. New vocabulary.
Ille and his are parts of speech called demonstrative ____________.
Ille means ____________; hic means ____________________.

Question words--review these as listed in Units 15 and 16 practice guide.

IV. Practice these paradigms:

mos ________
________ ________
________ ________

homo ____________
________ ________
________ ________

amor ________
________ ________
________ ________

facilis res ________ ________
________ ________ ________ ________
________ ________ ________ ________

bona mens ________
________ ________
________ ________

facile vitium ________ ________
________ ________ ________ ________
________ ________ ________ ________

V. Review other paradigms in your book. Go over vocabulary and Basic Sentences.

UNIT 18 REVIEW AND PRACTICE

I. Forms such as currens are called ______________________________.
Currens is __________ tense. This form shares features of both a __________ and ____________________. We know participles are adjectives because they ____.

A second form of participle is ____________________ tense. Write one example: ____________________; give the English meaning: ______________ ______________.

II. Word formation.
The past participle stem may be used as a base to which suffixes are added to create ______________________ out of adjectives.
The suffix -or is added to mean ______________________________________.
-io means __________________________; -us means ______________________.
and -tas means ______________________________________.

III. Numbers.
The word for 1st is ______________________; 2nd ______________________:
3rd __________________________________; 4th ______________________.
These words are what part of speech? ____________________________.
They fit the full paradigm of ____________ and ____________ declensions.

The question word quotus, -a, -um, means ______________________________.

IV. Know your vocabulary and Basic sentences. You will be asked 5 review sentences.

Unit 19

I. Numbers.
Write the ordinal numbers from 1 to 10. Remember--these have the same adjective forms as bonus, bona, bonum.

____________? ____________, ____________, ____________, ____________.

____________, ____________, ____________, ____________, ____________.

Give the paradigm: secundus vir ______________________

______________________ ______________________

______________________ ______________________

II. Sentence structure.
Four types of sentence structure are: ____________________, ____________________, ____________________, and ____________________.

To analyze the structure of a sentence and find the correct verb check out these items:

A. Is there an (M) form? It must be s-m-t.
B. Are there 2 (s) forms? It must be s-s-est (or sunt).
C. Is there only an (S)? It needs an intransitive verb (T) or (-tur). A and ab signal a -tur verb.
D. NOTA BENE: a plural (S) needs an -nt or -ntur verb.

III. Adverbs. THEY'RE EASY!
Adverbs are parts of speech that modify ____________________ and tell ____________________ something is done or happens. The question word ____________________? asks for an adverb answer. It means ____________________.

The ending ____________________ signals an adverb in English. In Latin there are 2 main types of adverb. They are formed by putting a new ending on ____________________.

Adjectives that end in -us, and -a and -um (like cautus) form adverbs by removing the ending ______________ and replacing it with ______________. Now the meaning is ____________________.

Adjectives that end in -is (like hilaris) remove the ____________ and add ______________ to form adverbs. The adverb of hilaris is ____________________, meaning ____________________. Practice making adverbs with these familiar and unfamiliar adjectives.

avarus ____________________
eloquens ____________________
gravis ____________________
fortis ____________________

carus ____________________
acris ____________________
malus ____________________
verus ____________________

Note: 2 irregular adjectives with special adverbs are ____________________ and ____________________.

IV. Vocative case.
Latin uses a special case (calling form) where a man's name is spoken directly to him. The ending -us (2nd declension nominative) changes to ____________________.

Call Marcus: ____________________! Call Quintus: ____________________!

V. Sentences may contain more than one clause. These may be two equal kernels, or, if one is more important than the other it is called a ____________________ clause. A clause must contain a ____________________, a ____________________, and perhaps a ____________________.

In English subordinate clauses often begin with words such as ____________________, ____________________, ____________________. These words are called ____________________ ____________________.

The word cum has a new meaning: ____________________. It introduces a subordinate ____________________. Translate this sentence: Canis timet cum vir crudeliter agit. ____.

VI. Relative pronoun. Refer to your Unit 16 sheet and fill in the new forms of qui, quae, quod. Note that the same forms function both as the interrogative adjective and as the new pronoun. This word means ____________________. Does it ask a question? Please ask for assistance in going over the use of the relative pronoun.

VII. Prefixes. Give the two meanings of in as a prefix.

____________________ and ____________________.

Unit 20

I. Dative case. Say or write the new dative endings for each declension. Write them in on your Noun Case sheet. Know them.

The new question word which asks for dative is ____________________. It means ____________________ or ____________________.

II. Uses. There are 2 major uses for dative case in this lesson. Dative is usually translated as TO or FOR.

A. A number of adjectives are naturally completed by the idea of "to."
Proximus means ____________________
Similis means ____________________
(and several others with the idea of kind, friendly, near, pleasing, hostile, or dear TO)

B. As an indirect object with verbs meaning give, show or tell. The Latin word for give is ____________________.

Ask for any assistance you may need.

Unit 21 PLURAL DATIVE

I. Write the forms of the dative singular and plural:

Declension I		II		III		IV		V	
S	PL	S	PL	S	PL	S	PL	S	PL
____	____	____	____	____	____	____	____	____	____

II. Cross out the 1 word in each line which cannot be dative case.. Try not to look at the above forms.

1. beneficio, mortes, miseris, rebus
2. puellae, rationi, liberis, artis
3. navibus, patriae, similia, fini
4. casus, mulieri, sui, animo
5. animali, corporibus, facti, orationi

III. Grammar. Dative case use and translation.

1. Dative is used to indicate an indirect object or equivalent prepositional pharase. This usage usually occurs with English verbs meaning ________________, ________________, ________________. You have used the dative with these Latin verbs: ________________ and ________________ as indirect objects. Dative is usually best translated by the English prepositions ____________ or ____________.
   Translate: Vir feminae florem dat. ________________________.

2. Dative is also used with special adjectives. Similis and proximus are two of them. Similis means ________________; proximus means ________________. (Other adjectives -- kind, friendly, near, pleasing, hostile, dear -- are completed with the dative case.)
   Translate: Rana similis ranae est.
   Canis proximus equis est. ________________________.
   ________________________.

3. Certain special verbs also are completed with the dative case. In this chapter you used:

Latin:	Simple meaning:	Extended meaning:
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

IV. Study basic sentences, paradigms, and vocabulary. Practice paradigms of:

finis res miser puella bonum

Unit 22

I. Grammar.

Genitive Case. The genitive case is used to make one noun ____________ (or depend on) another ____________. The two common translations for the genitive case are ______________ and ______________.

A. Genitive is often used to name the whole to which a part belongs. (This is known as "partitive genitive.") The Latin noun for part is ____________. "Part of the time" would be expressed in Latin as ____________ ____________.

B. Genitive also shows possession; so pictura feminae could be translated as ____________________ or ____________________. In this example the noun __________ depends on the noun ________.

II. New forms.

A. You learned a new intensive pronoun or adjective which means him/her/itself. The word is ________, __________, ________.

B. The new genitive case singular form of the question pronoun is ____. It means ______________ or ____________; therefore, the question cujus casus? translates as: ____________________.

Write and translate each case of the singular paradigm:

quis	= ____________		quid	= ____________
________	____________		________	____________
________	____________		________	____________
________	____________		________	____________
________	____________		________	____________

Unit 23

I. WRITE THE NEW GENITIVE PL:

I ______ II ______ III ______ or ______ IV ______ V ______

The plural form of the question word cujus is ______________, ______________, and ______________. It means ______________?

II. Write the full paradigm.

domina

numerus

FATUM

res

crudelis

mulier

GRAVE

PERICULUM

fortis

anus

III. Basic Sentences and Vocabulary. Study.

IV. Mirabile dictu!! Now you know ALL THERE IS TO KNOW ABOUT NOUNS.
ES SAPIENTISSIMUS/SAPIENTISSIMA.

PRACTICE GUIDE Unit 24

I. Infinitives are forms of ______________ used as ______________ of ____________ gender. The infinitive (in English) is the verb plus the little word __________. Tacere means ______________________; timere means ____________________.

Mark the s-s-t of this sentence:
Difficile est taurum morsu necare.
"Facile est" translates as ______________________________.
"Difficile est" translates as ______________________________.
"Magna res est" translates as ______________________________.

Infinitives will be your clue to distinguishing the four different conjugations. The last 3 letters of a 1st conj. infinitive are _______ _____ _____; for 2nd, ____________________; for 3rd, _______________ ________; for 4th, ______________________.

You must know the infinitive in order to form verb inflections.
So--memorize!!!!

II. Pronouns.
1st person is the person speaking. 2nd person is the person spoken to. 3rd person is the person or thing spoken about. Because of the verb inflections in Latin, pronouns are not necessary in most sentences. When used, they show emphasis.

1st person - ego = ____________
2nd person - tu = ____________
3rd person ****** + he, she, it

Write the pronoun you would use with each of these verbs:
timeo: ___________ tenes: ____________ pereo: ___________

III. Present tense endings. (#2 tense)

Take the infinitive of video. Remove the -re. Add the letter -o to signal "ego"; add the letter -s to signal "tu"; add the letter -t to signal he, she, or it, or to agree with a noun. (E.g., The woman sees = Femina videt.)

Example:
vide _____ = I see, I do see, I am seeing
*vide _____ = you see, you do see, you are seeing
vide _____ = he, she, it sees, does see, is seeing

*Note macron only in second person.

IV. Review the basic sentences #98-101.

Unit 25

I. Calling form. (Frame 399 on) ---easy things first!
When a man's name is used in direct address, the spelling changes. (Women's names take the nominative form.) Names ending in -us change to e, and names ending in ius drop the -us and add a macron to the "i." Grammatically, this is known as "vocative case."

Practice calling: Brutus ____________ Julius ____________
Lucius ____________ Furianus ____________

II. Nouns: Cujus casus et numeri sunt:

1. poena ____________
2. doloris ____________
3. necessitatum ____________
4. animorum ____________
5. difficile ____________
____
6. beati ____________
7. Martialis ____________
8. serena ____________
____
____
____

III. OK! Let us courageously tackle verbs.

A. Verbs have -person (1st, 2nd, 3rd, I, you, he, we, etc.)
-number (singular or plural)
-tense (past, present, or future)

For now, we are concerned with person, number and present tense only.

	Singular	Plural
1st person -	I (ego) = o	we (nos) = mus
2nd person -	you (tu) = s	you (vos) = tis
3rd person -	he, she, it = t (a noun or is, ea, id)	they (plural noun or ei, eae, ea)

Present tense is written with 1 form in Latin; it has 3 English translations.
Example: tenet -- he, she, it holds; is holding; does hold.

B. The conjugation of a verb begins with the infinitive (2nd principal part).

1. Find the PRESENT STEM by dropping the -RE from the infinitive.

1st conj.	--	stem a	lauda/re
2nd conj.	--	stem e	tene/re
3rd conj.	--	stem e	mitte/re
4th conj.	--	stem i	servi/re

2. Add -o -mus to the stem
-s -tis
-t -nt

Examples:

1st Conjugation numera/re

*numero	numeramus
numeras	numeratis
*numerat	*numerant

*Note that the a is dropped before the o, and there is no macron on the vowel before a final -t or -nt.

3rd Conjugation mitte/re

*mitto	mittimus
mittis	mittitis
mittit	mittunt

*Caution: Weak e is dropped before -o and changes to i or u in reamining forms.

3rd Conjungation 10 verbs capere

*capio	capimus
capis	capitis
capit	capiunt

* -io verbs always show -i in all forms.

2nd Conjugation debe/re

*debeo	debemus
debes	debetis
*debet	*debent

*Short e before -o, -t, and -nt.

4th Conjugation audi/re

*audio	audimus
audis	auditis
audit	audiunt

*i is short before -o, -t, -nt.

Irregulars -- some verbs are not conjugated regularly; You should note esse, to be, and posse, to be able.

C. Practice conjugating: Also translate the 1st pl. of each 3 ways.

erro, errare

__________ __________
__________ __________
__________ __________

taceo, tacere

__________ __________
__________ __________
__________ __________

peto, petere

__________ __________
__________ __________
__________ __________

effugio, effugere

__________ __________
__________ __________
__________ __________

audio, audire

__________ __________
__________ __________
__________ __________

sum, esse (irregular)

__________ __________
__________ __________
__________ __________

IV. Also study new vocabulary and learn sentences #459 to 466.

Unit 26 VERBS TO PRACTICE

levo, -are, -avi, -atus
#1 imperfect #2 present #3 future

debo, debere, debui, debitus
#1 #2 #3

premo -ere -pressi, pressus
#1 #2 #3

capio -ere, cepi, captus
#1 #2 #3

audio -ire, audivi, auditus
#1 #2 #3

Pronouns
1. He saw me with you (s.)
2. We want to go with you (pl.)
3. Give it to me, to us.
4. Call us when you (s.) are ready.
5. I did not see you (s. + pl.) there.
6. You (s.) came with me, with us.

Unit 27 PRACTICE 72 parts NOMEN________________

I. Write:

1. near the flowers
2. toward the river
3. to what place?
4. to the portico
5. toward the street
6. across the street
7. across the lake
8. between the women
9. between the trees
10. between the men

II. Write the paradigm:

ego	tu	nos	vos

III. Indicate (mark) the present and perfect stems:

1. ludo, ludere, lusi
2. servo, servare, servavi
3. eo, ire, ii

IV. Translate to English THREE ways:

1. vēnit________________________
2. viserunt________________________
3. fecimus________________________
4. cepisti________________________
5. vicit________________________

V. Write the personal endings for the #5 tense.

________________ ________________

________________ ________________

________________ ________________

Extra: Conjungate sum, #2 tense

____________ ____________

____________ ____________

____________ ____________

VI. Conjungate in the #5 tense (perfect active)

1. Capio, capere, cepi, captus,

________________ ________________

________________ ________________

________________ ________________

2. sum, esse, fui

________________ ________________

________________ ________________

________________ ________________

Unit 28 PRACTICE

I. Tense #4 past perfect indicates __________ __________ time.
The helping word used is __________________ (in English.)
The ending signal for #4 tense is:

1st person sing.	________	1st pl.	________
2nd person sing.	________	2nd pl.	________
3rd person sing.	________	3rd pl.	________

The signal above is added to ______________________________ to form the #4 tense.

II. Conjugate in #4 tense.

A. sum, esse, fui

________ ________
________ ________
________ ________

do, dare, dedi, datus

________ ________
________ ________
________ ________

B. Give the English translation of the above:

________ ________ ________ ________
________ ________ ________ ________
________ ________ ________ ________

III. Translate:

1. capiemus ________________
2. habetis ________________
3. potuisti ________________
4. neglexerant ________________
5. manserat ________________
6. posueramus ________________

IV. Give the plural paradigm of the relative pronoun.

	M.	F.	N.
Nom			
Acc.			
Abl.			
Dat.			
Gen.			

V. Study your basic sentences, readings, vocabulary and verb principal parts as given in 56-112. Review question words.

Unit 29 PRACTICE

I. The #6 future perfect form represents the ____________ tense. Two helping verbs, __________ ___________, are needed to translate to English. The Latin base/stem for the #6 tense comes from the ____________ ____________ spelling of the word used. When the personal ending is dropped, you have the ____________ ____________. To this add the endings - ______________ - ____________ to form the #6 tense.

- ______________ - ____________

- ______________ - ____________

II. Conjugate: venio, venire, veni -

#4		#5		#6	
________	________	________	________	________	________
________	________	________	________	________	________
________	________	________	________	________	________
________	________	________	________	________	________
________	________	________	________	________	________
________	________	________	________	________	________

Mitto, mittere, misi, missus

________	________	________	________	________	________
________	________	________	________	________	________
________	________	________	________	________	________
________	________	________	________	________	________
________	________	________	________	________	________
________	________	________	________	________	________

III. Conjugate: sum, esse, fui, futurus

#4 Latin		#5		#6 Latin	
________	________	________	________	________	________
________	________	________	________	________	________
________	________	________	________	________	________

#4 English		#5		#6 English	
________	________	________	________	________	________
________	________	________	________	________	________
________	________	________	________	________	________

IV. Conjugate: volo, velle, volui

#2 tense, Latin		English	
____________	____________	____________	____________
____________	____________	____________	____________
____________	____________	____________	____________

LEVEL 201/202 UNIT 1 REVIEW AND PRACTICE

I. OBJECTIVES

- review of standard noun and verb forms
- review of principal parts of verbs (frames 43-47, 51-56)
- practice of verb synopses (frames 58-62)
- new verb form - deponent - to learn
- learn paradigm of reflexive pronoun - "himself, herself, itself"
- develop "word sense" for readings
- learn the principal parts and meanings of new verbs

II. FORMS

Deponent verbs are unusual because they are written in the ________ voice but are translated in the ________ voice.
List the 6 new verbs in this category (and learn them!).

	Deponent	=	English		Deponent	=	English
1.	________		________	4.	________		________
2.	________		________	5.	________		________
3.	________		________	6.	________		________

Now practice again the synopses of frames 189-200 and 328-335. Pay special attention to tenses 4, 5 and 6 and the form of the participles.

Translate these deponents:

mirantur	____________	sequitur	____________
veriti erant	____________	sequuntur	____________
secuta est	____________	mortui sunt	____________
verebantur	____________	moriuntur	____________
loquebatur	____________	locuta est	____________

III. Memorize the new vocabulary and sentences and be familiar with the readings.

UNIT 2 PRACTICE AND REVIEW

I. OBJECTIVES

- to learn the structure and use of indirect statement (VS-M-RE)
- to recognize and analyze use of poetic devices - rhyme, emphasis, alliteration
- to introduce use of the ablative case to date a year

II. FORMS TO LEARN

A. Know the principal parts and meanings of these verbs:

cedo (26)
disco (91)
doceo (92)
juvo (99)

nato (102)
ardeo (105)
lego (348)
soleo (173) -Note: semi-deponent
trans. = "is accustomed to"

B. Paradigm iste (133)

III. Ask for a study sheet on indirect statement - if you don't have one already.

IV. Learn remaining vocabulary, new sentences and readings.

UNIT 3 REVIEW

I. OBJECTIVES

- to learn the new verb, solet (is accustomed to)
- to learn the forms of passive infinitives and those of deponent verbs
- to distinguish between nouns and verbs ending in i
- to learn 8 basic sentences and 2 readings

II. DRILL

Form the passive infinitive of each verb. Translate.
(Remember: long vowel infinitives go to -ari, eri, iri, and short -ere changes to just i.)

			meaning				meaning
regere	=	________	________	venire	=	________	________
monere	=	________	________	putare	=	________	________
pascere	=	________	________	legere	=	________	________

Translate these deponent infinitives:

mentiri	=	________	sequi	=	________
loqui	=	________	vereri	=	________
mirari	=	________	nasci	=	________

Know the principal parts of: (meaning, too!)

audeo, ere, ausus sum

cado, cadere, cedidi, - - -

moneo, monere, monui, monitus

patitur

puto, putare, patavi, putatus

queritur

From what vocabulary words do these derivatives come?

funeral
admonition
appropriate
patiently
dispute
cadence
querulous
culpable

UNIT 4 REVIEW

I. OBJECTIVES:

- to learn about the subjunctive mood - its forms and reasons for use:
  - forming the #8 present subjunctive using the signal -a- in 2nd, 3rd, and 4th conjugation and signal -e- in 1st conjugation.
  - using this form in an independent clause to show a wish, possibility, or an obligation - "I wish that," "I should," or "I may," or "Let me,"
- to review vocative case, singular and plural.
- to learn the irregular present indicative (#2) and present subjunctive (#8) forms of fio.
- to study the derivatives of cedo and its compounds.
- to learn the use of the negators non and ne with the subjunctive.
- to read new basic sentences #22 - 30 and R.9.
- to learn new vocabulary including these verbs:

accipio -ere -cepi, acceptus
cedo, -ere - cessi -
culpo (1)
desidero (1)
effero, efferre, extuli, elatus
fio, fieri, factus sum
gaudeo, gaudere - -
praeparo (1)
rapio, -ere, rapui, raptus
ruo, ruere, rui -

II. Practice. Write the present subjunctive of:

cedo, cedere		rapio, rapere		praeparo, -are	
________	________	________	________	________	________
________	________	________	________	________	________
________	________	________	________	________	________

Form the vocative singular and plural of each:

amicus ____________, ____________
servus ____________, ____________

III. Translate these sentences; note carefully whether subjunctive mood is used:

1. Ignem igni ne addas.
2. Gaudeamus igitur.
3. Requiescat in pace.
4. Dum vivimus, vivamus.

IV. Note these derivatives. Which new vocabulary word does each derive from? What does each mean?

acceptable
equanimity
equator
equation
alias
culpable
interdependent
desideratum
elation
fiat
pacification
rapture
uxorial
voluptuous
procession
recede, recession

UNIT 5 REVIEW

I. OBJECTIVES

- to learn the forms of #8 present subjunctive as used in PURPOSE CLAUSES [note how volo takes a complementary infinitive]
- to review forms of #8 present subjunctive
- to learn ut and ne as introductory words
- to use NOUN PURPOSE CLAUSES with ut and ne following verbs like petere
- to review vowel weakening as in exigere
- to learn the term assimilation
- to learn about the relationship of a Roman patron and client
- to use subjunctive mood in RELATIVE (purpose) CLAUSES to show wish, possibility or obligation
- to see how many nuances of meaning agere has
- to note poetic devices as used in Reading 14
- to use esse + dative to show possession
- to learn 1 Basic Sentence and 6 new Readings

II. REVIEW FORMS. Write the Present active subjunctive of:

ago, agere

censeo, censere

III. VOCABULARY. Write out and learn the principal parts of these verbs and the other words from the Chapter vocabulary.

				Meaning
ago				
censeo				
vivo				
exigo				
solvo				
expello				

IV. TRANSLATION. What do these sentences mean?

1. Parva domus mihi est.

2. Edas, bibas ut bene vivas; non vivas ut edas et bibas.

3. Martialis mittit servum qui libellos eius vendat.

4. Mihi nomen est Marcus.

UNIT 6 - PRACTICE AND REVIEW GUIDE

I. OBJECTIVES

- to learn use of indirect questions (VS-qu-a)
- to review Chapter II indirect statement (VS-m-RE)
- to learn present subjunctive of the irregular verb volo (frame 124)
- to review #8 forms, present tense subjunctive (201-208)
- to learn use of subjunctive mood with the connector sum (211-230)
- to learn the new vocabulary and principal parts of new verbs, especially verbs
- to practice new readings

II. Write the present active subjunctive of volo:

____________ ____________

____________ ____________

____________ ____________

Write the principal parts and meaning of:

LEARN!

capto ____________ ____________ ____________ = ____________

nescio ____________ ____________ ____________ = ____________

respondeo ____________ ____________ ____________ = ____________

scio ____________ ____________ ____________ = ____________

defleo ____________ ____________ ____________ = ____________

The new meanings for cum are ____________, ____________, ____________.

When used in this way, cum normally patterns with a verb in __________ mood.

When tamen is in the main clause, cum means ________________.

III. Review all sentences and readings from Unit I. They will be tested (but not Units 2, 3, 4 or 5).

UNIT 7 REVIEW

I. OBJECTIVES

- take it easy and polish your reading skills!
- learn the forms of nolo, irregular verb
- learn the forms of ajo, irregular verb
- learn the forms of vis, irregular noun
- learn the use of qui, quae, quod as a referential word to begin a sentence
- note the term, assimilation
- know the meaning of all lines of the new readings
- learn the principal parts and meanings of these new verbs (and the other new vocabulary words). This is work!

nolo, nolle, nolui
cogo, cogere, coegi, coactus
impello, impellere, impuli, impulsus
discedo, discedere, discessi, - - -
sumo, sumere, sumpsi, sumptus
appeto, appetere, appetivi, appetitus
suspendo, suspendere, suspendi, suspensus
delinquo, delinquere, deliqui, delictus
aufere, auferre, abstuli, ablatus
tribuo, tribuere, tribui, tributus
interficio, interficere, interfeci, interfectus
caveo, cavere, cavi, cautus
ostendo, ostendere, ostendi, ostensus
opprimo, opprimere, oppressi, oppressus

II. Write and translate these forms:

#2 present of nolo

_________ = _________
_________ = _________
_________ = _________

#2 present of ajo

_________ = _________
_________ = _________
_________ = _________ _________ = _________

the irregular noun:

vis _________
_________ _________
_________ _________
____
____

UNIT 8 REVIEW

I. OBJECTIVES

- to learn #7 tense of subjunctive mood verbs (imperfective tense)
  - learn signal - re - (present infinitive + personal ending)
- to practice using imperfect subjunctive in the ut purpose clause and its translation ("so as to...," or "so that I might...")
- to practice chosing between present and imperfect subjunctive (see frame #35). This is called "sequence of tenses." It works this way:

Main Verb		Subjunctive
Present of future	=	Present
Past	=	Imperfect

- to practice using subjunctive in cum clauses (frames 40-48)
- to learn the imperfect subjunctive for the irregular verbs esse, posse, velle and ferre - no big deal! Just like regular verbs!
- to learn 2 readings, #26 and #27
- to learn new vocabulary - work on these verbs:

advolo (1)
contempo, -ere, contempsi, contemptus
decipio, -ere, decepi, deceptus
dimitto, -ere, dimisi, demissus
diripio, -ere, diripui, direptus
emineo, -ere, eminui, -
gravo - (1)
jacto, (1)
saucio (1)
signo (1)
spolio (1)
tumeo, ere --
volo, -are-avi -

II. PRACTICE:

Write the imperfect subjunctive for:

mitto, -ere		signo, -are	
____________	____________	____________	____________
____________	____________	____________	____________
____________	____________	____________	____________

III. Remember to review the material of Unit III. Each test will cover the fifth unit back, too.

IV. DERIVATIVES:

contemptible
preeminent
fiscal
onerous
predatory
tumescent
vile
vulnerable
tintinnabulation
fluvial
contemptuous
volatile
clarify
quiet
avidity

UNIT 9 REVIEW

I. OBJECTIVES

- to know the meanings of the terms positive, comparative and superlative
- to form and translate adjectives of the comparative and superlative degrees
- to use quam or the ablative case to compare 2 things
- to learn comparative and superlative forms of ADVERBS
- to find suggestions on how to "attack" a Latin reading
- to learn to form and translate the construction called ablative absolute
- to learn the forms and meanings of IRREGULAR ADJECTIVES - nullus, alius, alter, neuter, solus, totus, unus, uter
- to learn the principal parts of the verbs in fram 476. DO IT!
- to know seven basic sentences and seven readings (I will indicate the most important ones, if you wish.)

II. FORMS

A. COMPARATIVES

Latin adjectives of comparative degree end in ____________(m. or f.) or ____________(n.). English meanings are -______________ or -______________. They are fully declined in ____________________ (what number) declension. Following a comparative, the word quam means ____________________________.

Write the comparative in all cases for:

M-F gratus, -a,-um	N	M-F levis, leve	N
______________	______________	______________	______________
______________	______________	______________	______________
______________	______________	______________	______________
______________	______________	______________	______________
______________	______________	______________	______________
______________	______________	______________	______________
______________	______________	______________	______________
______________	______________	______________	______________
______________	______________	______________	______________
______________	______________	______________	______________

B. Superlatives. To form superlative the ending ________________ is added to the base of an adjective. Superlatives are translated to English as _______________ or ____________ or ____________. Write the superlative for

clarus = ________________ English = ___________ or ___________
gravis = ________________ English = ___________ or ___________

C. ADVERBS. The comparative adverb has the same form as ____________
____________________________ in ____________ gender.
The superlative adverb uses the signal letter ________ to replace the -us, -a, -um case endings of the superlative adjective.

Form and translate these degrees of the adverbs:

from novus = ____________ comp. ____________ English
= ____________ superl. ____________ English

from fortis = ____________ comp. ____________ English
= ____________ superl. ____________ English

D. IRREGULAR ADJECTIVES. These 8 adjectives (list them) ____________,
____________, ____________, ____________, ____________,
____________, ____________, ____________ are irregular in the ____________ and ____________ cases of the singular declension. The genitive form is ____________ and the dative is
____________.

Practice with the singular form of nullus. (Plurals are regular.)

M.	F.	N.

III. ABLATIVE ABSOLUTE. GRAMMAR. Ask for a special guide on this construction. Ablative absolute is most often formed from 2 parts: a ____________ and a ____________ both in the ____________ case (naturally!). This construction may be translated literally, or by using WITH, or even better, by transforming it to an English adverbial clause starting with subordinating conjunctions such as ____________, ____________, ____________, or ____________ according to the sense of the sentence or paragraph.

IV. Try these translations- - - -

1. Melior est canis vivus leone mortuo.
2. Parens iratus est crudelissimus.
3. Graviora sunt remedia periculis.
4. Bruto consule . . . .
5. Marco interrogato, ...
6. Canibus visis, . . .
7. Libellis scriptis, . . .

UNIT 10 REVIEW

I. OBJECTIVES

- to learn personal endings in 1st and 2nd person, passive voice
- to learn principle parts of deponent verbs
- to note that passive personal endings are also used for deponent verbs
- to practice translation of passives, tenses #1-8 and of deponents
- to learn the irregular comparative forms of bonus
- to learn the locative case, special forms for place where
- to learn the declension of the irregular noun, domus
- to use the verb ignosco with the dative case
- to see how esse works with the genitive case to show worth, as in multi est
- to gain skill in reading poetry as in Reading 37
- to learn 6 Basic Sentences
- to review the informaton in Unit 5 before the test

II. FORMS

A. Write the passive personal endings for tenses 1-2-3-7-8:

I ____________ we ____________
you ____________ you ____________
he/she/it ____________ they ____________

B. Practice these tenses of these 2 verbs and translate the 3rd,pl. of each:

moneo, -ere, monu-i, monitus

#1 ____________ ____________ #2 ____________ ____________
____________ ____________ ____________ ____________
____________ ____________ ____________ ____________

TRANS: ____________ TRANS: ____________

#3 ____________ ____________ #4 ____________ ____________
____________ ____________ ____________ ____________
____________ ____________ ____________ ____________

TRANS: ____________ TRANS: ____________

#5 ____________ ____________ #6 ____________ ____________
____________ ____________ ____________ ____________
____________ ____________ ____________ ____________

TRANS:________________ TRANS:________________

#7________ ________ #8________ ________

________ ________ ________ ________

________ ________ ________ ________

TRANS:________________ TRANS:________________

patior, pati, passus sum

#1________ ________ #2____ ____ ________

________ ________ ________ ________

________ ________ ________ ________

TRANS:________________ TRANS:________________

#3________ ________ #4________ ________

________ ________ ________ ________

________ ________ ________ ________

TRANS:________________ TRANS:________________

#5________ ________ #6________ ________

________ ________ ________ ________

________ ________ ________ ________

TRANS:________________ TRANS:________________

#7________ ________ #8________ ________

________ ________ ________ ________

________ ________ ________ ________

TRANS:________________ TRANS:________________

C. Domus is a noun of the ____________ declension but may have forms of the ____________ declension in the ____________, ____________, and ____________ cases. It also has a special form ____________ which means ____________________.

III. SYNTAX

A. Locative case is a special form used for the names of ____________, ______________, and ____________ to show ____________________. The signal for first declension locative is the ending ______________________; for 2nd and 3rd declension it is __________________ ____.

at Rome = __________________ at the farm = __________________

IV. VOCABULARY

A. Write and learn the principal parts of these verbs. Review your other vocabulary.

miror__________________________

vereor_________________________

queror_________________________

patior_________________________

vello__________________________

sito___________________________

flecto_________________________

monstro________________________

oro____________________________

probo__________________________

progredior_____________________

rogo___________________________

UNIT 11 REVIEW AND PRACTICE

I. OBJECTIVES

- to learn the 3rd mood of verbs, the imperative
- to transform the polite command of #8 (present) subjunctive to the imperative
- to review vocative case
- to learn 4 irregular imperative forms
- to note that poscere and rogare pattern with 2 accusatives; quaerere with 1 accusative and 1 ablative
- to work with 4 basic sentences and 4 readings
- to review extensively passive voice verbs
- to review material of Unit 6 for exam

II. FORMS AND GRAMMAR

A. Imperative mood is used to ____________________.
The method of forming a singular imperative is____________________.
The imperative of compello is____________________________.
Its meaning is ________________________.
The 4 irregular imperatives are:______ ______ _______ _____

B. Vocative case is used to ______________________________________.

The vocative ending of 2nd declension singular nouns is _______ or __________. All other nouns use the same form as _________ case.

Write the vocative of:

capella __________________

amicus____________________

Selius____________________

latro_____________________

elephantus________________

III. VOCABULARY

A. Write out and learn the forms of these verbs:

absum ________ ________ ________ ________ ________

compello ________ ________ ________ ________ ________

corripio ________ ________ ________ ________ ________

decurro ________ ________ ________ ________ ________

divido ________ ________ ________ ________ ________

fingo ________ ________ ________ ________ ________

infero ________ ________ ________ ________ ________

quaeso ________ ________ ________ ________ ________

repello ________ ________ ________ ________ ________

respicio ________ ________ ________ ________ ________

transfero ________ ________ ________ ________ ________

B. DERIVATIVES

From what new Latin word is each derived? What is the English meaning?

absent
fictitious
furtive
translate
compulsion
exhaust
incite
lacerate
surge
perjury
lanolin
lecture
internecine
sonar
paternalistic
vicinity
repulse
division

UNIT 12 REVIEW

I. OBJECTIVES

- to learn the use of imperfect subjunctive (#7) in a main clause and subordinate clause with si to show a contrary to fact idea
- to learn the defective verb coepi, used in perfect system only
- to be able to use quantum as a noun plus the genitive case (=how much of something)
- to use multum, nihil, tantum an quantum is used
- to learn to form and translate the past perfect subjunctive (#9) active and passive
- to recognize and write indirect questions using the subjunctive with cum
- to form and translate the ablative absolute with a noun and perfect passive participle
- to learn forms of neuter noun cornu in 4th declension
- to form and translate the ut clause of result, to foreshadow it with tantus or tam, and distinguish result from purpose clauses.
- to learn 3 Basic Sentences and 4 Readings

II. FORMS

A. Write the #7 imperfect subjunctive of claudere:

______________	______________
______________	______________
______________	______________

B. Write the #9 active and passive subjunctive of afficere, affeci, affectus:

Active		Passive	
______________	______________	______________	______________
______________	______________	______________	______________
______________	______________	______________	______________

III. TRANSLATION - Try these; make a note of which new structure each illustrates:

1. Si te laudarem, superbus esses.
2. Aure lupi visa, sequitur certissima cauda.
3. Si barba philosophum faceret, caper saperet.
4. Quantum aquae in fonte est?
5. Caeso emisso, -----
6. Discipuli quaesiverunt cur vulpes caesum emississet.
7. Canis tam celeriter currit ut lepores capiat.

IV. FURTHER HELP

A. Remember to review Unit 7.

B. Familiarize yourself with principal parts of new verbs and other vocabulary.

C. Relate each of these words to a new Latin word:

affect
exclude
cornucopia
evasion
relict
vaccinate
marginal
mundane
penitent
pen
extol
sedentary
fable
claustrophobia
emission
digest
nomination
associate

UNIT 13

I. OBJECTIVES

- learn Basic Sentence #52
- study readings #57-61
- learn the form and translation of the perfect active infinitive plus its use in indirect statement to show past tense
- learn the use of *quantus* and *tantus*, *qualis* and *talis*
- learn use of subjunctive in relative clauses of characteristic
- work with difficulties in reading Latin literature (examples in reading #55)
- learn forms of future active participle (-urus, -a, -um) and use with *esse* (frames 185-194)

II. Verb forms: Complete these principal parts -

creo ________ ________ ________ = ________

emorior ________ ________ ________ = ________

exuro ________ ________ ________ = ________

arguo ________ ________ ________ = ________

III. Study the summary, frames 226-232 well.

IV. Review the readings and unit 8 and know those in 13 well.

V. What Latin words do these English vocabulary words derive from?

cornucopia relict mundane pen vaccinate

evasion marginal penitent extol

UNIT 14 REVIEW

I. OBJECTIVES

- to learn the forms and use of a new pronoun, is, ea, id
- to work with compound words, prefixes, and assimilation
- to practice use of facile to modify a verb
- to work on techniques of reading Latin.
- to learn to form and translate the imperative plural
- to learn 3 Basic Sentences and 5 Readings

II. FORMS. Write the paradigm of is, ea, id.

Singular			Plural		
is	ea	id	______	______	______
______	______	______	______	______	______
______	______	______	______	______	______
______	______	______	______	______	______
______	______	______	______	______	______

Write the imperatives, singular and plural of these verbs. Translate to English.

	Singular		English	Plural		English
mittere:	______	=	______	______	=	______
amare:	______	=	______	______	=	______
dicere:	______	=	______	______	=	______
ponere:	______	=	______	______	=	______
audire	______	=	______	______	=	______

The supine is a neuter ______________ used to show purpose. Monitum means ______________. Amatum means ______________.

Assimilation is the ____

____

List an example: ____

III.

1. Be sure to review Unit 9 sentences and readings.

2. Study the noun/verb form review in frames 289-316.

3. Note these derivatives. From what words do they come?

capital
per capita
reptile
pernicious
preclude
replete
insidious
proletariat
ramification
replete
erudition
ascend
simulation
vice versa
vigilant
conceal
fiction
lecture
attempt

4. Study the vocabulary of this unit.

UNIT 15 PRACTICE AND REVIEW

I. OBJECTIVES

- to learn #10 perfect active and passive subjunctive (this is the last verb form!)
- to review uses of the subjunctive (frames 14-27)
  1. as main verb
  2. as used in purpose clauses with ut or ne
  3. in cum clauses
  4. in indirect questions
  5. in ut/ut non result clauses
  6. in realative clauses of characteristic

Be sure you know "how to spot" each use.

- to learn a new use ofsubjunctive mood showing allegation or doubt
- to use the deponent verb utor with ablative case
- to learn about the accusative of exclamation
- to recognize -is as a substitute for -es accusative plural of some 3rd declension nouns
- 4 readings
- new vocabulary

II. Forms and grammar.

A. Write the perfect active and passive subjuctive of retineo:

active:		passive:	

B. Utor patterns with ablative case because it means "to benefit oneself with."

How would you say:

I am using a weapon.______________________________

He was using prayers.______________________________

Let them use the plain.______________________________

C. Which use of the subjunctive is shown in each sentence/

1. Sparget hordeum.
2. Dies tam longus erat ut soror mea multas horas laboraret.
3. Martialis quaerit cur Gellia leporem numquam ederit.
4. Gellia non leporem edit cum ea bella jam fuerit.
5. Martialis erat vir qui tres capellas haberet.
6. Mulier, quod pecuniam amississet, ploravit.

III. VOCABULARY

From what Latin word is each English word derived? What does each mean?

charity
cathedral
deficient
despicable
dorsal
expiration
feral
impediment
orient
osculate
pristine
Pennsylvania
spume
extenuation
vindictive
vituperative
campus
dignity
filial
hostile
joke
maternity
deprecate
testament
admonish
consider
elusive
inspection
insulting
retentive
traditional
disturbance
useful
utility
demented
puerile

REMEMBER TO REVIEW MATERIALS FROM 5 UNITS BACK!!

UNIT 16 REVIEW

I. OBJECTIVES

- to use subjunctive #9 (past perfect) in contrary to fact conditional sentences
- to review ablative absolute as used in dating events
- use of "double dative" (with the words derisus, auxilium, & praesidium) (ask for explanation, if needed)
- use of the adjectives patiens, peritus & expers with genitive case
- use of negative commands (noli + infinitive)
- use of the deponent verb frui with ablative case
- use of the new verb parcere with dative case
- to review verbs patterning with dative or ablative case (frames 132-33)
- to read 6 new Basic Sentences & 6 new readings
- to learn the new vocabulary

II. Practice of forms and syntax (grammar).

A. Review the past perfect subjunctive by writing the #9 forms, active and passive of evoco, evocare:

Active		Passive	
________	________	________	________
________	________	________	________
________	________	________	________

B. Noli (plural: nolite) meaning don't (do not wish) patterns with an infinitive to give a negative command (imperative mood). Give the same order, singular and plural form:

Don't run! ________________ ________________

Don't hurt the rabbit! ________________ ________________

Don't come. ________________ ________________

Note that vocative case often occurs with the imperative.

C. Double dative. Try these common expressions:

The army was the defense for the city. ________________
Caesar sent the leaders to aid the ships. ________________

D. Ablative absolute may be used to date events. (Remember, this construction has a noun & participle, 2 nouns, or noun & adjective in the ablative case.)
Ex: Cicerone consule = "Cicero (being) the consul" or "when Cicero was consul." Write these:

When Caesar was consul = ________________

With Julius as a companion = ________________

E. Each of these verbs patterns with either dative or ablative case. Arrange them after the correct case.

frui, parcere, placere, nocere, uti, nubere, servire, imperare

- with dative:

- with ablative:

F. Contrary to fact conditional sentences use the subjunctive mood to show that both the condition (if) and the conclusion are untrue. Imperfect (#7) subjunctive shows present time & past perfect (#9) shows past time. Translate these 2 examples:

Si Caesar hic esset, in periclo esset.____________________

____

Si Caesar hic fuisset, in periclo fuisset.________________

____

G. Study frames 39-48 and the 3 adjectives peritus, expers & patiens- which pattern with the ______________ case.

III. REMINDERS

A. Study all vocabulary for the unit.
B. Go over the summary, review of forms and pretest.
C. Review Sentences and Readings of both Units 11 and 16.

IV. Derivatives. What does each word mean and to what new vocabulary word does it relate?

affliction
impetuous
saline
derisive
contend
refrigeration
prequisite
supplicant
exit
pressure
grace
expurgate
venial
sepulcher
statute
horrendous
rodent
verbose
opera
inane

UNIT 17 PRACTICE AND REVIEW

I. OBJECTIVES

- to introduce Caesar's De Bello Gallico
- to read chapter I of Caesar
- to learn devices for connecting sentences in Latin prose
- to learn formation of the gerundive-future passive participle
- to use gerundive to show a) necessity, b) purpose
- to review 4 ways of showing necessity
- to review all 4 participles of the verb
- to study 5 Basic Sentences using the gerundive

II. FORMS AND PRACTICE

A. The gerundive (future passive participle) is formed using the ________ stem of a verb plus the signal __________ plus the adjective endings of the __________ & __________ declensions.

Form and translate the gerundives of:

appellare: ________________ = ________________

continere: ________________ = ________________

describere: ________________ = ________________

*despicere: ________________ = ________________

*(an io verb uses ie as a base).

B. Using the gerundive

1. The gerundive used as a predicate adjective with a form of sum shows necessity. The ending (case, no. & gender) of the gerundive agrees with the subject of the sentence.

Write:

Carthage must be destroyed: ______________________________

The war must be prohibited: ______________________________

The times must be changed: ______________________________

The Gauls have to be conquered: ______________________________

2. The gerundive may be used in a phrase beginning with ad (for the purpose of). It will modify whatever noun or pronoun is the object of ad in the accusative case.

ad latrones capiendos ______________________________

ad muscas capiendas ______________________________

ad flumen videndum ______________________________

ad Galliam vincendam ______________________________

to see the horses ______________________________

to sit on a branch ______________________________

to eat the cheese ______________________________

3. Four ways of showing necessity-(see frame 9)-list and explain each:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

4. Review the 4 participles of the verb. (Frames 17-21) Write and translate the participles of specto.

Active		Passive	
Present: ________	= ________	Perfect: ________	= ________
Future: ________	= ________	Future: ________	= ________

III. REMINDERS

1. Study new vocabulary.
2. Study new sentences and those of Unit 12.
3. Know the devices used to connect prose. Frames 120-136.
4. Know the Caesar reading perfectly. Memorize.

IV. Derivatives

apparatus
transcontinental
spectacles
describe
appellation
effeminate
converge
precede
civility
initial
capital
prohibition
delete
obtain (Fr.)
differ
relic

UNIT 18 REVIEW AND PRACTICE

I. OBJECTIVES

- to learn to form and use the new verbal noun, the gerund
- to learn to distinguish the gerund from gerundive
- to compare the 2 verbal nouns (gerund and infinitive) in frame 128.
- to review function of genitive case (111-126)
- to review adjectives that pattern with genitive and add cupidus to the list
- to work with compound verbs which have their complements in dative case-praestare, inferre, instare (frames 129-46)
- to review verbs which pattern with ablative case and add potior (frames 148-59)
- to read historical background for Caesar, and Chapter 2, D.B.G.
- Seven Basic Sentences, 5 Readings-THERE ARE NO MORE NUMBERED READINGS!! Mirabile dictu!

II. FORMS

A. Form and decline the gerund of the verb bello, -are.

____

____

________________ The meaning is:________________

____

____

B. You have had ample practice in the other new structures of this Unit. Review the frames listed under the Objectives above. Do it!

Translate:

Quid agendo?________________________________
"Curses" est action currendi.________________________
"Cantus" est action cantandi.________________________
(The underlined forms are________________________.)

III. REMINDERS

A. Know Chapter II of D.B.G (Very well.)
B. Know readings and sentences of this chapter (don't worry about 13 at this time).
C. Go over new vocabulary, review of forms and pretest.

IV. Derivatives. Can you figure out the meaning?

anguish
imperial
persuasive
arbitrary
millionaire
induce
copious
pace (Fr.)
nobility
cupidity
patent

UNIT 19 STUDY GUIDE

I. OBJECTIVES

- learn Basic Sentences 74-78
- readings in Caesar, Chapters 3 & 4
- review Unit 14 Basic Sentences and Readings 58 & 60
- how to use the expression quam maximum numerum
- use of quin with subjunctive & expressions of doubt
- use of possum with multum, plus, plurimum
- use of the historical present tense
- form and translation of the supine
- use of the impersonal verbs licet & oportet
- litotes as a literary device
- review forms of verbs and nouns in the pretest

II. FORMS AND GRAMMAR

A. From and translate the supine of:

facio ______________ = ______________

video ______________ = ______________

dico ______________ = ______________

B. Say that the Helvetians were
more powerful ______________________

very powerful ______________________

C. Licet means ______________. Oportet means __________________.
Say that: It is permitted to speak with Caesar.

____

It is necessary that we eat.

____

III. Derivatives. From what Latin words do these English words derive?

biennial
enunciate
igneous
armory
legation
suspicion
execute
item
itinerary
license
diction
populace
conciliate
antedote
perfect
plebiscite
desperado
exercise
senatorial
delegation

UNIT 20 STUDY GUIDE

I. OBJECTIVES

- to learn "place from which" using the ablative without a preposition
- to learn "place to which" using accusative without a preposition
- to learn about the Roman calendar; the Kalends, Ides, Nones
- to use dum with subjunctive mood to show uncertainty (frames 68-75)
- to use a relative clause with subjunctive mood to show purpose
- to review irregular adjectives with the dative ending in i and genitive in-ius, as in totus-a-um (frames 130-135)
- to read Chapters 5, 6 & 7 Caesar, De Bello Gallico

II. Practice

A. Write a full declension of unus:

Singular

m.	f.	n.
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

Plural

m.	f.	n.
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

B. Place to which is shown without any preposition when using the names of ____________, ____________, & ____________, and the words ____________ & ____________.

Write: to Rome ____________

to Troy ____________

to the farm ____________

Place from which with the same words listed above is written in the ____________ case (with/without) a preposition.

Write: from Rome ____________

from home ____________

from the farm __________

C. The Kalends are: ____

the Nones are ____

the Ides are ____

D. Dum means ____________. It is used with __________ mood to show ____.

Translate: Caesar remanebat dum pons rescinderetur. ____________
____

E. Frame 92 - when ad is used with the name of a city or town it means
____

F. Check with me on use of the relative pronoun to introduce a subjunctive clause of purpose.

III. Go over the new vocabulary. Learn the principal parts of these verbs: concedo, convenio, existimo, incendo, intercedo, nuntio, oppugno, occido, pello, porto.

IV. Know your Caesar readings well and study unit 15 readings for their general meanings (i.e., what is it about).

V. From what new vocabulary words are these derived?

pronounce
maturation
transit

reverse
space
concede

expedite
military
incendiary

repel
estimate
delegate

combustion
calendar
riparian

inimical
pontoon
advent

UNIT 21 REVIEW AND PRACTICE

I. OBJECTIVES

- to learn the use of quo + comparative adverb and the subjunctive to show purpose.
- to review the supine (4th declension verbal noun)
- to review the other verbal nouns: gerund and infinitive (frames 87-106)
- to learn the new construction nihil est + genitive.
- to learn the variant genitive forms of -ius nouns
- to learn about the 3 names of Roman men
- to learn Basic Sentence #79
- to read Chapters 8-12 of De Bello Gallico

II. FORMS

A. Translate this example of your first objective: Caesar communivit ripam Rhodani quo facilius Helvetios impediret.

B. Form and translate the supine of each verb:

facio = ______________ acc.
= ____________ (Eng.)
______________ abl.

rogo = ______________ acc.
= ____________ (Eng.)
______________ abl.

Write the gerund of videre:

acc. ____________ = ____________

abl. ____________ = ____________

Dat. ____________ = ____________

Gen. ____________ = ____________

C. Nihil est means ______________________________.

It patterns with the ________________ case.

Translate:

Nihil aquae est. ______________________________

Nihil auxilii est. ____________________________

D. New genitive forms presented in frames 149-53 shorten the case ending. The genitive singular of Julius is either ____________ or ______________; of

Caecilius is either __________ or ___________.

E. Names. Noble Romans had _______ names: a personal name called the ______________, a "family" or clan named called the ____________ and a 3rd name the ______________, to show what branch of the clan he belonged to.

III. Vocabulary

A. Learn the principal parts of these new verbs:

aggredior
conscribo
defendo
demonstro
desisto
expugno
intellego
perrumpo
recipio
relinquo
renuntio
studeo

B. What are the Latin bases for these English words?

abduction
aggressive
bellicose
castle
deject
hibernate
influx
mandate
prefect
renounce
soil
spontaneous
fugitive
legation
pagan
student
conscription
desist
intellect
pugnacious

Unit 22

I. OBJECTIVES

- to review cases of verb complements (acc., nom., dative, ablative)
- to learn the new verbs memini and reminiscor + genitive or acc.
- to work with complex sentences --right; left-branching and embedded elements
- to form superlatives from adjectives ending in - er
- to use subjunctive mood for verbs of subordinate clauses in indirect discourse
- to learn the new verb obliviscor & genitive
- to learn use of num to anticipate a negative answer to a question
- to review the phrase quo facilius as a substitute for ut
- to read Chapters 13 & 14 of Caesar
- to review Phaedrus readings in Units 7-13 for the exam (Use the reference notebook)
- to review Unit 17 Basic Sentences (see ref. notebook) with emphasis on gerundive

II. GRAMMAR

A. When is each case used as the complement to a verb?

nom. ______________________________

acc. ______________________________

abla. ______________________________

Dat. ______________________________

Gen. ______________________________

B. Practice the superlatives of these adjectives:

pulcher ____________________ means ____________

aeger ____________________ = ____________

acer ____________________ = ____________

C. Indirect statement is formed by use of a subject in the __________ case and the verb in the _________ form. The verb of a subordinate clause that is included in indirect statement is written in the ____________ mood. Try these examples:

1. He said he found the money which he had lost.
   Dixit ______________________________
2. They thought the letters which they had written would not be discovered. ______________________________
3. The messenger said that the enemy, who had attacked the camp, had fled. ______________________________

III. Vocabulary

A. Review the principal parts of these verbs: adorior, commoveo, consequor, consisto, obliviscor, polliceor, reminiscor.

B. What Latin word does each derive from?

commemorate
commission
commotion
consequence
oblivion
persecute
reminiscent
vexatious
institution
persevere
consciousness
improvisation
consistent
commutation
recently
impunity

UNIT 23 REVIEW

I. OBJECTIVES

- to learn distributive numerals (how many objects per set or per person) See reference notebook for cardinal and ordinal numerals 1-10
- to find out about the historical infinitive as a substitute for #1-2 or 5 tenses
- to learn what a Roman praetor does
- to review the variant genitive for names like Lucius
- to read Chapters 15-22 in Caesar
- to review Unit 18 Basic Sentences

II. FORMS AND GRAMMAR

A. The 2 possible genitive endings for Manlius are _______ & ______.

B. When writing rapid narrative an author could use the ____________ infinitive as a subsitute for __________, _________, or __________ tenses.

III. Caesar. Plan to know all the readings well enough to do a written translation for 20 to 40 parts of the test!!! We can substitute this for review of Phaedrus.

IV. Vocabulary

A. Learn these verbs:

accedo
accuso
adsum
alo
dubito
exspecto
hortor
ascendo
augeo

B. What words are the basis of the words listed here?

abstinence
precept
illicit
equestrian
restitution
egregious
posterity
deter
diminish
reprehensible
audacious
interpreter
cupidity
circuit
propinquity
redemption
interim
vulgar
augment
precious
propulsion
exhortation
seditious
fraternity

Can you translate or explain the meanings of these Latin phrases as used in English?

Ad infinitum

Ad nauseam

Alias

Alma mater

Bona fide

Caveat emptor

Dux femina facti

E pluribus unum

Ex officio

Ex post facto

Ex tempore

In situ

Inter nos

Mea culpa

Mens sana in corpore sano

Mirabile dictu

Modus operandi

Morituri te salutamus

Pax vobiscum

Per annum

Per capita

Per diem

Per se

Post mortem

Prima facie

Pro et con(tra)

Semper fidelis

sine die

sine qua non

Status quo

Tempus fugit

Terra firma

Ultimatum

Veni, vidi, vici

Vice Versa

Nil Sine Numine

A.D.

e.g.

etc.

i.e.

N.B.

P.S.

vs.

id.

UNIT 24 REVIEW

I. OBJECTIVES

- to review the semi-deponent verb (frames 4-5)
- to learn about the tactics of the Roman army (frames 24-40, 51-66)
- to learn the impersonal passive, such as pugnatum est (102-110)
- to learn about the Roman system of measuring time of day (11-113)
- to review time and distance expressions in accusative (114-117)
- reading of Chapters 23-29 in De Bello Gallico
- review of forms and pretest

Note: plan to write a clear and literal translation of one chapter (23-29) of reading for the exam. On the test (remind me) review of sentences in Unit 19 and epigrams may be omitted.

II. FORMS AND GRAMMAR

A. A deponent verb is__________; a semi-deponent verb is ________.

B. Use of the impersonal passive means ______________________________
____

C. Know how to conjugate a semi-deponent verb. Also review possum, irregular verb. Give the synopsis of audeo, -ere, ausus sum in 3rd plural, subject is masculine. (183-184)

1.　　2.　　3.
4.　　5.　　6.
7.　　8.
9.　　10.

III. Vocabulary

A. Study these vocabulary words:

census
diditio
impedimentum
latus
nuntius
pilum

pugna
scutum
vallus
vesper
acer
defessus

nudus
sinister
adverto
circumvenio
egredior
moror

munio
pareo
reduco
resisto
succedo
vulnero

B. Relate these derivatives to the Latin source word.

amplitude
circumvent
condition
egress
intermission
lateral

referential
rotate
triplicate
vacate
vespers
moratorium

fugitive
nude
sinister
equate
commutation
subjection

Additional Resource Materials

Additional resource materials on textbooks, foreign language books, movies, academic/professional organizations, cultural awareness opportunities, and student recruiting are available through a supplement prepared as a companion piece to this guide. Please consult your department office or school media center to obtain a copy.